DOCUMENT RESUME

ED 208 229 CE 030 347

AUTHOR Baker, Richard A.; Trussell, S. Tracy
TITLE Administrative Model for the Incorporation of Performance Instructional Modules into University Vocational Education Professional Development Programs. Final Report.
INSTITUTION Auburn Univ., Ala. Center for Vocational and Adult Education.
SPONS AGENCY Alabama State Dept. of Education, Montgomery.
PUB DATE 81
NOTE 166p.

EDRS PRICE MF01/PC07 Plus Postage.
DESCRIPTORS Competence; *Competency Based Teacher Education; Course Descriptions; *Curriculum Development; Curriculum Research; Higher Education; *Learning Modules; Literature Reviews; Models; Pilot Projects; *Professional Development; *Program Development; *Program Implementation; Research Utilization; *Vocational Education
IDENTIFIERS Auburn University AL

ABSTRACT

A project was conducted to implement and incorporate performance-based instructional modules into the vocational education teacher education program at Auburn University. Six steps were carried out in implementing the project: (1) Orientation materials on performance-based instruction were developed and used with faculty and students; (2) the project staff and faculty members surveyed vocational teachers, teacher educators, local vocational administrators, Alabama to identify competencies needed by vocational teachers; (3) competencies identified were aligned with materials available through Educational Resources Information Center (ERIC) searches and then aligned with existing courses of the university; these materials were obtained and organized in groupings by the identified competencies; (4) all materials identified were acquired, catalogued, and filed in the Resource Information Center (RIC); (5) procedures were developed for the use of performance-based materials by faculty and students in vocational education courses; (6) approximately 50 percent of the vocational teacher education faculty were using one or more instructional modules in one or more of their classes at the end of the project; in addition, the forms designed for administering the modules in the instructional program were being used. (The major portion of this document is a model of the program, containing lists of competencies identified coordinated with identified resources and courses of instruction.) (KC)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

ED208229

ADMINISTRATIVE MODEL FOR THE INCORPORATION OF PERFORMANCE BASED INSTRUCTIONAL MODULES INTO UNIVERSITY VOCATIONAL EDUCATION PROFESSIONAL DEVELOPMENT PROGRAMS

Richard A. Baker, EdD
S. Tracy Trussell, Ph.D

(Final report of a project funded by the Alabama State Department of Education under Title II, Subpart 3, Public Law 94-482)

U.S. DEPARTMENT OF EDUCATION
NATIONAL INSTITUTE OF EDUCATION
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

This document has been reproduced as received from the person or organization originating it.

Minor changes have been made to improve reproduction quality.

• Points of view or opinions stated in this document do not necessarily represent official NIE position or policy.

"PERMISSION TO REPRODUCE THIS MATERIAL HAS BEEN GRANTED BY

W. Teague

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."

CENTER FOR VOCATIONAL AND ADULT EDUCATION
AUBURN UNIVERSITY
1981

ADMINISTRATIVE MODEL FOR THE INCORPORATION OF PERFORMANCE BASED INSTRUCTIONAL MODULES INTO UNIVERSITY VOCATIONAL EDUCATION PROFESSIONAL DEVELOPMENT PROGRAMS

Introduction

When Competency Based Education (CBE) was first applied to teacher education in the late 60's it became (PBTE) or competency based teacher education (CBTE). The most widely quoted definition of CBTE is by Elam (1971) in Performance Based Teacher Education: What is the state of the art? The Elam report says it appears to be general agreement that a teacher education program is performance-based if:

Competencies (knowledge, skills, behaviors) to be demonstrated by the student are derived from explicit conceptions of teacher roles, stated so as to make possible assessment of a student's behavior in relation to specific competencies, and made public in advance. (p. 6) Furthermore, the assessment of the student's competence uses his performance as the primary source of evidence although it "takes into account" evidence of the student's knowledge relevant to planning for, analyzing, interpreting, or evaluating situations or behavior...(p. 7).

The gap between theory and practice would be eliminated (a) by getting rid of theory altogether or (b) by reducing it to only what was needed to perfect the practice. To accomplish these reforms, the PBTE proposes to analyze teaching into a set of operations or tasks. The prospective teacher would then be trained to reach "competence" and certified in each of the tasks to cope with whatever might be encountered in the schools of the real world.

The assumptions underlying the PBTE approach seem to be as follows:

1. The teaching act is the sum of performances into which it is analyzed.
2. The performance unit is a matter of indifference, i.e., the number and character of the performance units can vary from one program to another.
3. The criterion for the "product" is demonstrated competence in the selected set of training performances.

There has been a strong movement toward CBTE. This has been evidenced primarily in Competency Based Teacher Education (CBTE) programs (Hall and Jones 1976) and in actions of state boards of education to include competency-based characteristics in elementary and secondary school teacher certification requirements.

A report of the American Association of Colleges for Teacher Education (AACTE) (1972) characterizes a CBTE instruction system as one which has the following administrative elements:

1. An inventory of necessary teaching competencies,
2. Teacher competencies described in a teachable and measurable manner,
3. Reliable and valid assessment instruments which measure the competencies and
4. Teaching procedures/strategies which reliably teach the competencies to students with individual capabilities.

Although most of the literature relative to professional performance based instruction deals with PBTE, the procedures, strategies, and professional development materials available are applicable to both teacher education and programs for support personnel.

The implementation of a competency based program requires not only the availability of materials, but requires the development of a management system to assist the institutional faculty in utilizing the materials.

The project addressed in this report was conducted to encourage and provide assistance to faculty members willing to undertake the incorporation of performance based instructional modules into vocational education professional development programs.

Description of the Project

The overall purpose of the project was to implement and incorporate performance modules into existing professional courses offered by the Department of Vocational and Adult Education at Auburn University. Specific project objectives were:

1. To develop orientation materials for faculty and students on performance based instruction.
2. To identify competencies needed by professionals in vocational education as perceived by professional groups.
3. To identify performance based instructional materials for incorporation into the professional education component of the vocational education curriculum.
4. To obtain and organize resources necessary to facilitate the utilization of instructional modules identified.
5. To pilot the implementation and incorporation of instructional modules into on-going vocational education courses.
6. To develop faculty and student procedures for the utilization of performance based materials in vocational education courses.

The activities and accomplishments of the project are reflected in Figure 1 on page 3 and described below in relation to the aforementioned specific objectives.

PROJECT ACTIVITIES AND ACCOMPLISHMENTS

Faculty Orientation to the Administration of Performance Based Instruction

The initial step in the orientation of faculty to the PBTE was conducted at a departmental meeting in the fall of 1979. A slide presentation was also used to describe the project. Five faculty members and the project staff visited one university that was utilizing PBTE modules in its existing vocational teacher program.

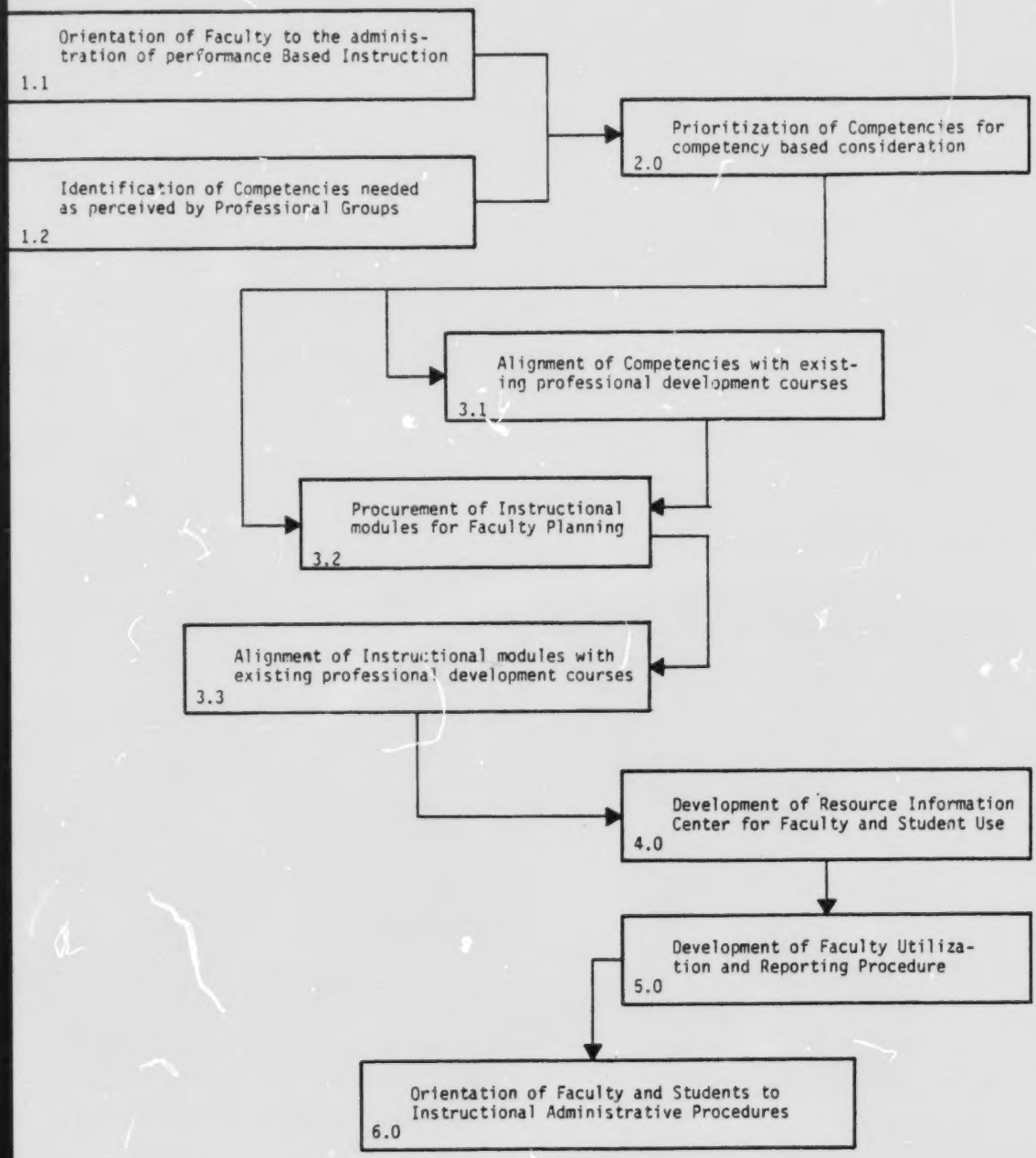
Orientation of Faculty to the administration of performance Based Instruction
1.1
Identification of Competencies needed as perceived by Professional Groups
1.2
Prioritization of Competencies for competency based consideration
2.0
Alignment of Competencies with existing professional development courses
3.1
Procurement of Instructional modules for Faculty Planning
3.2
Alignment of Instructional modules with existing professional development courses
3.3
Development of Resource Information Center for Faculty and Student Use
4.0
Development of Faculty Utilization and Reporting Procedure
5.0
Orientation of Faculty and Students to Instructional Administrative Procedures
6.0

Figure 1. Administrative Model for the Incorporation of Performance Based Instructional Modules into Vocational Education Professional Development Programs

Identification Competencies

During the academic year 1979-80 the project staff and selected faculty members surveyed vocational teachers, teacher educators, local vocational administrators and state department of education program specialists in Alabama to identify competencies needed by vocational teachers.

Two instruments were used to assess the professional needs of vocational teachers. The instruments, a Teacher Self-Rating Form and a Supervisors Form, were developed by the Minnesota Research and Development Center (MRDC) for Vocational Education (Smith, Allen and Dreyer). Most of the items on the instruments corresponded to the Competency-Based Teacher Education Modules developed by the Center for Vocational Education at the Ohio State University.

The items in the instruments described tasks which were typically performed by most vocational teachers. The Teacher Form and the Supervisor Form were identical in content and each contained 110 items. The 110 items were grouped into eleven performance scales.

The scale items were to be completed as to whether the items were perceived to be relevant to the teacher's responsibilities and the teacher's need to improve on each of the 110 performance statements (tasks) on a 1-7 Likeit type scale (1=none to 7=very high).

Both instruments were investigated by MRDC in terms of reliability and content validity. Instrument internal consistency coefficients (Cronback's Alpha) were reported by MRDC as .978 for teachers and .987 for supervisors. Internal consistency coefficients for the eleven scales were reported as .848 or higher for teachers and supervisors. Sufficient evidence was presented to support content validity of both instruments. A majority of the raters (60 percent or more of the teachers and supervisors) indicated that the instrument items provided an accurate assessment of teacher strengths and concerns.

Tables 1, 2 and 3 on pages 6 through 57 reflect analyses of the data collected from professional groups. These Tables reflect basic information needed by faculty members to identify and prioritize the competencies to be developed through instructional modules in existing university courses.

Alignment of Competencies with Materials and Courses

The task of aligning competencies with materials available and the existing courses was accomplished through Education Research Information Center (ERIC) searches for competency based materials by professional competencies included in Tables 1 through 3. These materials were procured and categorized into groupings by the competency statements included in the Minnesota Research and Development Center instrument. The primary source and a secondary source (Resource Information Center file No. Auburn University) are reflected in Table No. 4 page 58. The faculty was surveyed with regard to the appropriateness of materials for the courses as described in Table 5 page 65. The project staff reviewed the materials in relation to existing course outlines. Table 6 on pages 68 through 109 reflects a cross-reference of materials with teacher competencies by existing courses.

Acquisition and Organization of Materials and Resources for Student and Faculty Use

All of the materials listed in Table 4 including the related resources were acquired, catalogued and filed in the Resource Information Center (RIC). Quarterly ERIC searches are being performed to locate additional materials. New and/or revised materials are being purchased and included in the RIC as they become available.

Development of Faculty Utilization and Reporting Procedures

During the project duration two localized audio tape-slide presentations were developed by the staff to orient faculty and students to performance based instruction at Auburn University. The audio tape-slide presentations have been used by several faculty members with undergraduate classes in introducing PBTE instruction.

Approximately fifty percent of the vocational teacher education faculty are using one or more instructional modules in one or more of their classes.

The forms reflected in Tables 8 and 9 on pages 112 and 113 are being utilized by faculty members for administering the modules in the instructional program.

TABLE 1

AN ANALYSIS OF THE RELATIVE IMPORTANCE OF SELECTED VOCATIONAL TEACHER COMPETENCIES AS PERCEIVED BY VOCATIONAL TEACHERS, VOCATIONAL TEACHER EDUCATORS, LOCAL VOCATIONAL ADMINISTRATORS AND STATE DEPARTMENT OF EDUCATION VOCATIONAL PROGRAM SPECIALISTS, ALABAMA, 1980[1]

Competency Grouping/Statements	Sum of Relevant Responses for the four Groups (N=725)				Percentage Variability Range Among Groups[2] (high - low)	Chi Square Value 3 df[3]	Rank Order by Improvement Need Index[4]	
	Yes		No				Within Competency Grouping (N=10)	Among All Competencies (N=110)
	No.	%	No.	%				
Program Planning, Development and Evaluation								
1. Plan a community survey to identify local employer demands and student occupational interests	585	91.5	54	8.5	11.2	18.88*	7	9
2. Collect and interpret employer demand and student occupational interest information	587	83.4	117	16.6	4.6	.63	5	5
3. Apply the findings of a community survey to vocational programs	607	86.7	93	13 3	12.4	11.38*	3	6
4. Organize or reorganize an occupational advisory committee	501	72.2	193	27.8	15.5	7.71	6	11
5. Maintain an occupational advisory committee	529	75.5	172	24.5	21.8	18.36*	9	20

[1]Number of respondents by group were 539 vocational teachers, 33 vocational teacher educators, 92 local vocational administrators and 61 state program specialists for a total of 725. Table cells will not equal the total due to non-responses for some statements

[2]Difference between the high and low group percentages within yes/no responses

[3]Two by four way analysis ("yes and "no" by teachers, teacher educators, administrators and program specialists. Values equal to or exceeding 7.82 with asterisk (*) considered to significant differences in responses among the groups at .05 level

[4]Based on the sum of rank orders for all four groups. The improvement need index was calculated by dividing the percentage of "yes" relevant responses by the percentage of respondents indicating a high need (5) or above rating on a 1 - 7 Likert-type scale (1 = none to 7 = very high) times 100

TABLE 1
(continued)

AN ANALYSIS OF THE RELATIVE IMPORTANCE OF SELECTED VOCATIONAL TEACHER COMPETENCIES AS PERCEIVED BY VOCATIONAL TEACHERS, VOCATIONAL TEACHER EDUCATORS, LOCAL VOCATIONAL ADMINISTRATORS AND STATE DEPARTMENT OF EDUCATION VOCATIONAL PROGRAM SPECIALISTS, ALABAMA, 1980[1]

Competency Grouping/Statements	Sum of Relevant Responses for the four Groups (N=725)				Percentage Variability Range Among Groups[2] (high - low)	Chi Square Value 3 df[3]	Rank Order by Improvement Need Index[4]	
	Yes		No				Within Competency Grouping (N=10)	Among All Competencies (N=110)
	No.	%	No.	%				
6. Use an advisory committee to set vocational program goals and objectives	525	75.1	174	24.9	16.5	11.22*	2	4
7. Develop long-range plans for vocational program	633	90.6	66	9.4	10.6	5.07	1	3
8. Conduct an occupational analysis to identify entry-level occupational competencies for vocational program	501	71.8	197	28.2	11.5	8.23*	8	12
9. Conduct a continuous student follow-up study of former students	581	82.4	124	17.6	11.7	10.92*	9	22
10. Evaluate vocational program	664	94.2	41	5.8	6.6	2.24	4	7

TABLE 1
(continued)

AN ANALYSIS OF THE RELATIVE IMPORTANCE OF SELECTED VOCATIONAL TEACHER COMPETENCIES AS PERCEIVED BY VOCATIONAL TEACHERS, VOCATIONAL TEACHER EDUCATORS, LOCAL VOCATIONAL ADMINISTRATORS AND STATE DEPARTMENT OF EDUCATION VOCATIONAL PROGRAM SPECIALISTS, ALABAMA, 1980[1]

Competency Grouping/Statements	Sum of Relevant Responses for the four Groups (N=725)				Percentage Variability Range Among Groups[2] (high - low)	Chi Square Value 3 df[3]	Rank Order by Improvement Need Index[4]	
	Yes		No				Within Competency Grouping (N=8)	Among All Competencies (N=110)
	No.	%	No.	%				
Instructional Planning								
11. Develop a philosophy for vocational program	596	85.1	104	14.9	15.2	4.09	7	93
12. Develop a course of study	630	90.1	69	9.6	13.7	5.16	6	74
13. Determine and analyze the instructional needs of students	663	94.6	38	5.4	8.3	3.81	1	13
14. Write student performance objectives	604	86.8	92	13.2	15.8	13.10*	3	38
15. Plan and write a unit of instruction	624	89.7	72	10.3	4.3	1.43	4	39
16. Write a lesson plan	633	90.8	64	9.2	5.8	2.78	4	49
17. Obtain appropriate student instructional materials	651	92.9	50	7.1	2.5	.41	2	34
18. Design and prepare teacher-made instructional materials	644	93.1	48	6.9	4.7	2.51	5	53

TABLE 1
(continued)

AN ANALYSIS OF THE RELATIVE IMPORTANCE OF SELECTED VOCATIONAL TEACHER COMPETENCIES AS PERCEIVED BY VOCATIONAL TEACHERS, VOCATIONAL TEACHER EDUCATORS, LOCAL VOCATIONAL ADMINISTRATORS AND STATE DEPARTMENT OF EDUCATION VOCATIONAL PROGRAM SPECIALISTS, ALABAMA, 1980[1]

Competency Grouping/Statements	Sum of Relevant Responses for the four Groups (N=725)				Percentage Variability Range Among Groups[2] (high - low)	Chi Square Value 3 df[3]	Rank Order by Improvement Need Index[4]	
	Yes		No				Within Competency Grouping (N=25)	Among All Competencies (N=110)
	No.	%	No.	%				
Instructional Techniques								
19. Organize and introduce a lesson	644	91.7	58	8.3	3.7	.50	10	68
20. Summarize a lesson for students	623	89.6	72	10.4	5.6	1.66	13	75
21. Demonstrate a manipulative skill	642	92.0	56	8.0	4.2	.97	18	89
22. Give a lecture	604	86.9	91	13.1	5.7	2.93	22	96
23. Direct individual and/or group field trips	611	87.8	83	12.2	6.1	1.04	20	92
24. Conduct group discussions, panel discussions and symposiums	577	83.1	117	16.9	11.7	4.18	14	84
25. Stimulate learning through brain-storming and buzz groups	527	76.2	165	23.8	15.6	4.33	10	76
26. Facilitate student learning through role playing techniques	549	79.6	141	20.4	15.5	5.11	12	82
27. Organize and direct student laboratory experiences	610	89.2	74	10.8	5.3	2.61	6	63
28. Direct students in applying problem-solving techniques	639	92.3	53	7.7	8.8	5.18	2	16
29. Direct students in acquiring skills, attitudes, or concepts using the project method	609	88.0	83	12.0	8.7	6.01	4	11

TABLE 1
(continued)

AN ANALYSIS OF THE RELATIVE IMPORTANCE OF SELECTED VOCATIONAL TEACHER COMPETENCIES AS PERCEIVED BY VOCATIONAL TEACHERS, VOCATIONAL TEACHER EDUCATORS, LOCAL VOCATIONAL ADMINISTRATORS AND STATE DEPARTMENT OF EDUCATION VOCATIONAL PROGRAM SPECIALISTS, ALABAMA, 1980[1]

Competency Grouping/Statements	Sum of Relevant Responses for the four Groups (N=725)				Percentage Variability Range Among Groups[2] (high - low)	Chi Square Value 3 df[3]	Rank Order by Improvement Need Index[4]	
	Yes		No				Within Competency Grouping (N=25)	Among All Competencies (N=110)
	No.	%	No.	%				
30. Employ oral questioning techniques in a planned lesson to guide student's thinking	619	90.1	68	9.9	6.8	1.22	7	30
31. Conduct a lesson using reinforcement techniques	610	89.2	74	10.8	6.8	2.68	5	42
32. Design a lesson which considers individual differences of students	617	89.2	69	10.1	11.9	8.22*	1	2
33. Present information using illustrations from your occupational specialty	591	86.5	92	13.5	8.10	3.64	12	81
34. Demonstrate a concept or principle from your occupational specialty	573	84.6	104	15.4	10.9	8.25*	15	78
35. Plan, present and evaluate a lesson as a team teaching member	396	57.9	288	42.1	26.0	25.36*	8	71
36. Present information using a subject matter expert	555	81.4	127	18.6	6.3	1.65	17	87
37. Develop bulletin boards and exhibits	616	89.7	71	10.3	5.4	1.22	16	87
38. Present a lesson using models, flannel boards or real objects	561	87.1	123	17.9	10.1	6.29	11	89
39. Present information using overhead or opaque projectors	629	91.7	57	8.3	3.8	.79	9	59

TABLE 1
(continued)

AN ANALYSIS OF THE RELATIVE IMPORTANCE OF SELECTED VOCATIONAL TEACHER COMPETENCIES AS PERCEIVED BY VOCATIONAL TEACHERS, VOCATIONAL TEACHER EDUCATORS, LOCAL VOCATIONAL ADMINISTRATORS AND STATE DEPARTMENT OF EDUCATION VOCATIONAL PROGRAM SPECIALISTS, ALABAMA, 1980[1]

Competency Grouping/Statements	Sum of Relevant Responses for the four Groups (N=725)				Percentage Variability Range Among Groups[2] (high - low)	Chi Square Value 3 df[3]	Rank Order by Improvement Need Index[4]	
	Yes		No				Within Competency Grouping (N=25)	Among All Competencies (N=110)
	No.	%	No.	%				
40. Present information using films, filmstrips and slides	638	93.3	46	6.7	5.7	1.56	17	91
41. Present information with televised and videotaped materials	427	62.2	259	37.8	20.8	20.05*	3	49
42. Present information using records and tapes	574	83.8	111	16.2	8.0	3.29	19	94
43. Present information with chalkboard and flip chart	626	91.5	58	8.5	7.4	2.88	21	98

TABLE 1
(continued)

AN ANALYSIS OF THE RELATIVE IMPORTANCE OF SELECTED VOCATIONAL TEACHER COMPETENCIES AS PERCEIVED BY VOCATIONAL TEACHERS, VOCATIONAL TEACHER EDUCATORS, LOCAL VOCATIONAL ADMINISTRATORS AND STATE DEPARTMENT OF EDUCATION VOCATIONAL PROGRAM SPECIALISTS, ALABAMA, 1980[1]

Competency Grouping/Statements	Sum of Relevant Responses for the four Groups (N=725)				Percentage Variability Range Among Groups[2] (high - low)	Chi Square Value 3 df[3]	Rank Order by Improvement Need Index[4]	
	Yes		No				Within Competency Grouping (N=11)	Among All Competencies (N=110)
	No.	%	No.	%				
Personalized Instruction								
44. Organize and direct students to help instruct other students	628	91.0	62	9.0	4.7	1.33	9	65
45. Direct independent and group study of students	602	87.6	85	12.4	3.6	.67	7	40
46. Direct individualized or personalized instruction	633	92.1	54	7.9	3.1	1.30	3	17
47. Adjust instructional activities or methods to meet the needs and abilities of students	638	93.1	48	7.0	4.6	1.80	5	44
48. Use instructional contracts for individualized or personalized instruction	445	65.1	239	24.9	12.6	6.16	6	52
49. Direct programmed instruction	499	73.1	184	26.9	14.4	12.45*	8	79
50. Review instructional activities and materials to identify and eliminate bias in terms of sex, race, religion, etc.	523	76.6	160	23.4	23.1	15.03*	10	73
51. Identify students who need special assistance to succeed in vocational program	629	94.4	52	7.6	3.2	1.10	2	13

TABLE 1
(continued)

AN ANALYSIS OF THE RELATIVE IMPORTANCE OF SELECTED VOCATIONAL TEACHER COMPETENCIES AS PERCEIVED BY VOCATIONAL TEACHERS, VOCATIONAL TEACHER EDUCATORS, LOCAL VOCATIONAL ADMINISTRATORS AND STATE DEPARTMENT OF EDUCATION VOCATIONAL PROGRAM SPECIALISTS, ALABAMA, 1980[1]

Competency Grouping/Statements	Sum of Relevant Responses for the four Groups (N=725)				Percentage Variability Range Among Groups[2] (high - low)	Chi Square Value 3 df[3]	Rank Order by Improvement Need Index[4]	
	Yes		No				Within Competency Grouping (N=11)	Among All Competencies (N=110)
	No.	%	No.	%				
52. Refer handicapped and disadvantaged students for diagnostic and/or special services	585	82.8	117	17.2	12.1	9.23*	3	18
53. Identify chemical dependent students (e.g., excessive alcohol and drug users)	476	70.1	203	29.9	26.0	32.39*	1	8
54. Refer chemical dependent students to appropriate agencies or services for professional assistance	451	66.6	226	33.4	26.0	32.39*	4	23

TABLE 1
(continued)

AN ANALYSIS OF THE RELATIVE IMPORTANCE OF SELECTED VOCATIONAL TEACHER COMPETENCIES AS PERCEIVED BY VOCATIONAL TEACHERS, VOCATIONAL TEACHER EDUCATORS, LOCAL VOCATIONAL ADMINISTRATORS AND STATE DEPARTMENT OF EDUCATION VOCATIONAL PROGRAM SPECIALISTS, ALABAMA, 1980[1]

Competency Grouping/Statements	Sum of Relevant Responses for the four Groups (N=725)				Percentage Variability Range Among Groups[2] (high - low)	Chi Square Value 3 df[3]	Rank Order by Improvement Need Index[4]	
	Yes		No				Within Competency Grouping (N=56)	Among All Competencies (N=110)
	No.	%	No.	%				
Instructional Evaluation								
55. Establish standards for student performance	640	93.2	47	6.8	4.7	4.00	3	27
56. Develop a paper and pencil test to assess student knowledge of the subject	624	91.0	62	9.0	3.8	1.24	6	84
57. Develop a test or similar device to assess student attitudes toward the subject area	568	84.0	108	16.0	10.2	2.68	2	36
58. Develop a test or system to assess the technical skill level of students	602	88.8	76	11.2	8.2	8.34*	4	38
59. Determine student grades or performance levels in the program	628	92.2	53	7.8	5.4	1.58	5	46
60. Evaluate your own instructional effectiveness	633	93.8	42	6.2	7.3	4.47	1	1

TABLE 1
(continued)

AN ANALYSIS OF THE RELATIVE IMPORTANCE OF SELECTED VOCATIONAL TEACHER COMPETENCIES AS PERCEIVED BY VOCATIONAL TEACHERS, VOCATIONAL TEACHER EDUCATORS, LOCAL VOCATIONAL ADMINISTRATORS AND STATE DEPARTMENT OF EDUCATION VOCATIONAL PROGRAM SPECIALISTS, ALABAMA, 1980[1]

Competency Grouping/Statements	Sum of Relevant Responses for the four Groups (N=725)				Percentage Variability Range Among Groups[2] (high - low)	Chi Square Value 3 df[3]	Rank Order by Improvement Need Index[4]	
	Yes		No				Within Competency Grouping (N=9)	Among All Competencies (N=110)
	No.	%	No.	%				
Instructional Management								
61. Identify and plan future instructional resource needs	623	91.8	56	8.2	5.7	2.37	5	45
62. Prepare financial budgets and reports for program	541	80.1	134	19.9	17.9	14.01*	9	80
63. Purchase or arrange for purchasing supplies and equipment	628	19.1	55	8.1	2.7	.39	7	67
64. Maintain a filing system	647	94.1	37	5.4	9.4	5.74	8	77
65. Develop a safety program based on local, state, and federal safety regulations	566	83.4	113	16.6	12.9	13.82*	3	35
66. Explain accident and safety procedures	593	87.3	86	12.7	7.5	5.40	6	64
67. Develop a system for administering preventive and corrective classroom discipline	621	91.5	58	8.5	5.5	2.01	1	19
68. Organize a vocational laboratory	374	71.0	153	29.0	3.0	4.76	2	29
69. Manage and maintain a vocational laboratory	510	75.4	166	24.6	18.7	15.42*	4	40

TABLE 1
(continued)

AN ANALYSIS OF THE RELATIVE IMPORTANCE OF SELECTED VOCATIONAL TEACHER COMPETENCIES AS PERCEIVED BY VOCATIONAL TEACHERS, VOCATIONAL TEACHER EDUCATORS, LOCAL VOCATIONAL ADMINISTRATORS AND STATE DEPARTMENT OF EDUCATION VOCATIONAL PROGRAM SPECIALISTS, ALABAMA, 1980[1]

Competency Grouping/Statements	Sum of Relevant Responses for the four Groups (N=725)				Percentage Variability Range Among Groups[2] (high - low)	Chi Square Value 3 df[3]	Rank Order by Improvement Need Index[4]	
	Yes		No				Within Competency Grouping (N=7)	Among All Competencies (N=110)
	No.	%	No.	%				
Guidance								
70. Clarify teacher personal and social values	555	83.0	114	17.0	7.0	1.76	7	97
71. Accept students with different or unique personal social values	610	90.1	67	9.9	7.9	5.29	4	69
72. Identify and interpret student personal or cumulative information	571	85.1	100	14.9	10.1	4.83	5	79
73. Gather student data through personal contacts	595	87.8	83	12.2	8.2	3.42	6	86
74. Assist students to identify personal, educational, and career needs through teacher-student conferences	620	91.6	57	8.4	6.3	3.48	3	51
75. Provide information on educational and career opportunities	630	94.2	39	5.8	6.9	4.57	1	28
76. Teach job and education seeking skills	619	92.5	50	7.5	6.5	2.75	2	37

TABLE 1
(continued)

AN ANALYSIS OF THE RELATIVE IMPORTANCE OF SELECTED VOCATIONAL TEACHER COMPETENCIES AS PERCEIVED BY VOCATIONAL TEACHERS, VOCATIONAL TEACHER EDUCATORS, LOCAL VOCATIONAL ADMINISTRATORS AND STATE DEPARTMENT OF EDUCATION VOCATIONAL PROGRAM SPECIALISTS, ALABAMA, 1980[1]

Competency Grouping/Statements	Sum of Relevant Responses for the four Groups (N=725)				Percentage Variability Range Among Groups[2] (high - low)	Chi Square Value 3 df[3]	Rank Order by Improvement Need Index[4]	
	Yes		No				Within Competency Grouping (N=10)	Among All Competencies (N=110)
	No.	%	No.	%				
School Community Relations								
77. Develop a plan to improve and maintain school-community relations	582	86.4	92	13.6	12.3	5.95	5	26
78. Make presentations to school and community groups to promote program	573	85.0	101	15.0	15.7	12.43*	2	14
79. Design and provide brochures to inform the school and community about program	520	77.5	151	22.5	22.3	23.58*	8	43
80. Design and provide displays in the school and community on program	566	84.6	103	54.4	14.6	8.76*	7	41
81. Prepare news release and articles to promote program	591	88.5	77	11.5	13.8	11.91*	3	15
82. Plan and present television and radio programs to promote program	448	67.1	220	32.9	21.0	19.28*	6	32
83. Plan and conduct an open house for program	561	84.2	105	15.8	12.9	12.41*	9	57
84. Provide services to members of the community (e.g., adult evening classes)	544	82.2	118	17.8	14.1	12.74*	4	23

TABLE 1
(continued)

AN ANALYSIS OF THE RELATIVE IMPORTANCE OF SELECTED VOCATIONAL TEACHER COMPETENCIES AS PERCEIVED BY VOCATIONAL TEACHERS, VOCATIONAL TEACHER EDUCATORS, LOCAL VOCATIONAL ADMINISTRATORS AND STATE DEPARTMENT OF EDUCATION VOCATIONAL PROGRAM SPECIALISTS, ALABAMA, 1980[1]

Competency Grouping/Statements	Sum of Relevant Responses for the four Groups (N=725)				Percentage Variability Range Among Groups[2] (high - low)	Chi Square Value 3 df[3]	Rank Order by Improvement Need Index[4]	
	Yes		No				Within Competency Grouping (N=10)	Among All Competencies (N=110)
	No.	%	No.	%				
85. Cooperate with state and local educators	624	93.8	41	6.2	4.9	3.75	10	90
86. Obtain feedback from the school and community concerning program	598	90.7	61	9.3	10.4	4.46	1	10

TABLE 1
(continued)

AN ANALYSIS OF THE RELATIVE IMPORTANCE OF SELECTED VOCATIONAL TEACHER COMPETENCIES AS PERCEIVED BY VOCATIONAL TEACHERS, VOCATIONAL TEACHER EDUCATORS, LOCAL VOCATIONAL ADMINISTRATORS AND STATE DEPARTMENT OF EDUCATION VOCATIONAL PROGRAM SPECIALISTS, ALABAMA, 1980[1]

Competency Grouping/Statements	Sum of Relevant Responses for the four Groups (N=725)				Percentage Variability Range Among Groups[2] (high - low)	Chi Square Value 3 df[3]	Rank Order by Improvement Need Index[4]	
	Yes		No				Within Competency Grouping (N=6)	Among All Competencies (N=110)
	No.	%	No.	%				
Student Vocational Organizations								
87. Develop a personal philosophy toward student vocational organizations	559	88.8	75	11.2	9.3	4.01	6	66
88. Establish a student vocational organization	563	83.5	111	16.5	9.3	7.12	5	72
89. Assist students in preparing for leadership roles in student organizations	608	91.5	59	8.8	9.8	4.01	2	47
90. Assist students in developing and financing a yearly program of activities for their vocational organization	594	89.1	73	10.9	12.8	9.30*	3	61
91. Supervise activities of student vocational organizations	608	90.9	61	9.1	7.3	4.01	4	58
92. Provide learning experiences for students through vocational organization competitive events	611	91.5	57	8.5	4.3	1.07	1	42

TABLE 1
(continued)

AN ANALYSIS OF THE RELATIVE IMPORTANCE OF SELECTED VOCATIONAL TEACHER COMPETENCIES AS PERCEIVED BY VOCATIONAL TEACHERS, VOCATIONAL TEACHER EDUCATORS, LOCAL VOCATIONAL ADMINISTRATORS AND STATE DEPARTMENT OF EDUCATION VOCATIONAL PROGRAM SPECIALISTS, ALABAMA, 1980[1]

Competency Grouping/Statements	Sum of Relevant Responses for the four Groups (N=725)				Percentage Variability Range Among Groups[2] (high - low)	Chi Square Value 3 df[3]	Rank Order by Improvement Need Index[4]	
	Yes		No				Within Competency Grouping (N=8)	Among All Competencies (N=110)
	No.	%	No.	%				
Professional Role and Development								
93. Keep up-to-date in profession and occupation specialty	658	95.9	28	4.1	4.6	2.58	1	31
94. Develop and maintain active involvement in professional teaching organizations	623	91.9	55	8.1	9.4	6.28	3	55
95. Develop and maintain a professional philosophy of education/teaching	616	90.5	65	9.5	8.1	5.92	6	88
96. Develop and maintain active involvement in school and community affairs	633	92.7	50	7.3	5.4	4.31	5	85
97. Obtain and maintain a teaching position in keeping with professional qualifications	620	91.9	55	8.1	2.1	.16	7	95
98. Plan and provide laboratory experiences for student teachers	456	68.0	215	32.0	28.9	34.58*	7	60
99. Plan the student teaching experience	434	64.1	243	35.9	29.2	28.58*	4	50
100. Supervise student teachers	431	64.4	238	35.6	29.9	38.10*	2	50

TABLE 1
(continued)

AN ANALYSIS OF THE RELATIVE IMPORTANCE OF SELECTED VOCATIONAL TEACHER COMPETENCIES AS PERCEIVED BY VOCATIONAL TEACHERS, VOCATIONAL TEACHER EDUCATORS, LOCAL VOCATIONAL ADMINISTRATORS AND STATE DEPARTMENT OF EDUCATION VOCATIONAL PROGRAM SPECIALISTS, ALABAMA, 1980[1]

Competency Grouping/Statements	Sum of Relevant Responses for the four Groups (N=725)				Percentage Variability Range Among Groups[2] (high - low)	Chi Square Value 3 df[3]	Rank Order by Improvement Need Index[4]	
	Yes		No				Within Competency Grouping (N=10)	Among All Competencies (N=110)
	No.	%	No.	%				
Coordination								
101. Establish standards and procedures for operating a cooperative vocational education program	428	64.5	236	35.5	35.1	53.83*	7	54
102. Establish and apply policies for managing student attendance, transfers and terminations	447	67.5	215	32.5	26.0	26.32*	8	70
103. Recruit and enroll prospective students	500	74.9	168	25.1	25.2	27.78*	3	21
104. Identify and secure prospective training stations for co-op students	424	63.7	242	36.3	38.2	63.59*	4	25
105. Place co-op students in appropriate training stations	416	62.8	246	37.2	43.0	70.41*	1	23
106. Develop the training ability of on-the-job supervisors	408	61.8	252	38.2	40.2	61.63*	6	37
107. Coordinate and supervise on-the-job supervisors	436	66.1	224	33.9	28.4	42.73*	5	30
108. Evaluate on-the-job student performance	439	67.2	214	32.8	30.6	46.44*	2	18

TABLE 1
(continued)

AN ANALYSIS OF THE RELATIVE IMPORTANCE OF SELECTED VOCATIONAL TEACHER COMPETENCIES AS PERCEIVED BY VOCATIONAL TEACHERS, VOCATIONAL TEACHER EDUCATORS, LOCAL VOCATIONAL ADMINISTRATORS AND STATE DEPARTMENT OF EDUCATION VOCATIONAL PROGRAM SPECIALISTS, ALABAMA, 1980[1]

Competency Grouping/Statements	Sum of Relevant Responses for the four Groups (N=725)				Percentage Variability Range Among Groups[2] (high - low)	Chi Square Value 3 df[3]	Rank Order by Improvement Need Index[4]	
	Yes		No				Within Competency Grouping (N=10)	Among All Competencies (N=110)
	No.	%	No.	%				
109. Plan and conduct related instruction	455	69.0	204	31.0	31.8	50.37*	9	56
110. Plan and conduct an employer-employee appreciation event or banquet	374	57.9	272	42.1	36.8	62.74*	10	62

TABLE 2

RANK ORDER OF SELECTED VOCATIONAL TEACHER COMPETENCIES BY VOCATIONAL TEACHERS, VOCATIONAL TEACHER EDUCATORS, LOCAL VOCATIONAL ADMINISTRATORS AND STATE DEPARTMENT OF EDUCATION VOCATIONAL PROGRAM SPECIALISTS, BASED ON IMPROVEMENT NEED INDEX, ALABAMA, 1980[1]

Competency Grouping/Statements	Competency Rank Order									
	Vocational Teachers		Teacher Educators		Vocational Administrators		Program Specialist		Based on Sum of Rank for all Respondents	
	Within Competency Group (N=10)	Among All Competencies (N=110)	Within Competency Group (N=10)	Among All Competencies (N=110)	Within Competency Group (N=10)	Among All Competencies (N=110)	Within Competency Group (N=10)	Among All Competencies (N=110)	Within Competency Group (N=10)	Among All Competencies (N=110)
Program Planning, Development and Evaluation										
1. Plan a community survey to identify local employer demands and student occupational interests	8	29	3	13	6	12	6	14	7	9
2. Collect and interpret employer demand and student occupational interest information	6	17	4	14	3	5	8	22	5	5
3. Apply the findings of a community survey to vocational program	5	16	6	25	1	1	7	18	3	6

[1]Number of respondents by group were 539 vocational teachers, 33 vocational teacher educators, 92 local vocational administrators and 61 state program specialists for a total of 725. The improvement need index was calculated by dividing the percentage of "yes" relevant responses by the percentage of respondents indicating a high need (5) or above rating on a 1-7 Likert=type scale (1 = none to 7 = very high) times 100.

TABLE 2
(continued)

RANK ORDER OF SELECTED VOCATIONAL TEACHER COMPETENCIES BY VOCATIONAL TEACHERS, VOCATIONAL TEACHER EDUCATORS, LOCAL VOCATIONAL ADMINISTRATORS AND STATE DEPARTMENT OF EDUCATION VOCATIONAL PROGRAM SPECIALISTS, BASED ON IMPROVEMENT NEED INDEX, ALABAMA, 1980[1]

Competency Grouping/Statements	Competency Rank Order									
	Vocational Teachers		Teacher Educators		Vocational Administrators		Program Specialist		Based on Sum of Rank for all Respondents	
	Within Competency Group (N=10)	Among All Competencies (N=110)	Within Competency Group (N=10)	Among All Competencies (N=110)	Within Competency Group (N=10)	Among All Competencies (N=110)	Within Competency Group (N=10)	Among All Competencies (N=110)	Within Competency Group (N=10)	Among All Competencies (N=110)
4. Organize and reorganize an occupational advisory committee	2	12	9	37	2	4	9	23	6	11
5. Maintain an occupational advisory committee	3	14	10	50	4	7	10	29	9	20
6. Use an advisory committee to set vocational program goals and objectives	1	5	7	28	7	13	2	5	2	4
7. Develop long-range plans for vocational program	7	26	1	8	5	11	1	1	1	3
8. Conduct an occupational analysis to identify entry-level occupational competencies for vocational program	4	15	8	36	8	21	5	12	8	12
9. Conduct a continuous student follow-up study of former students	10	36	5	22	9	39	3	7	9	22
10. Evaluate vocational program	9	31	2	9	5	11	4	10	4	7

TABLE 2
(continued)

RANK ORDER OF SELECTED VOCATIONAL TEACHER COMPETENCIES BY VOCATIONAL TEACHERS, VOCATIONAL TEACHER EDUCATORS, LOCAL VOCATIONAL ADMINISTRATORS AND STATE DEPARTMENT OF EDUCATION VOCATIONAL PROGRAM SPECIALISTS, BASED ON IMPROVEMENT NEED INDEX, ALABAMA, 1980[1]

Competency Grouping/Statements	Competency Rank Order									
	Vocational Teachers		Teacher Educators		Vocational Administrators		Program Specialist		Based on Sum of Rank for all Respondents	
	Within Competency Group (N= 8)	Among All Competencies (N=110)	Within Competency Group (N= 8)	Among All Competencies (N=110)	Within Competency Group (N= 8)	Among All Competencies (N=110)	Within Competency Group (N= 8)	Among All Competencies (N=110)	Within Competency Group (N= 8)	Among All Competencies (N=110)
Instructional Planning										
11. Develop a philosophy for vocational program	8	79	8	89	7	69	7	71	7	93
12. Develop a course of study	4	53	6	42	6	66	7	71	6	74
13. Determine and analyze the instructional needs of students	3	48	3	11	1	35	1	4	1	13
14. Write student performance objectives	5	54	4	12	2	52	4	27	3	38
15. Plan and write a unit of instruction	6	58	1	2	8	71	2	16	4	39
16. Write a lesson plan	7	75	2	6	5	63	3	25	4	49
17. Obtain appropriate student instructional materials	1	23	5	30	3	53	5	33	2	34
18. Design and prepare teacher-made instructional materials	2	42	7	51	4	57	6	38	5	53

TABLE 2
(continued)

RANK ORDER OF SELECTED VOCATIONAL TEACHER COMPETENCIES BY VOCATIONAL TEACHERS, VOCATIONAL TEACHER EDUCATORS, LOCAL VOCATIONAL ADMINISTRATORS AND STATE DEPARTMENT OF EDUCATION VOCATIONAL PROGRAM SPECIALISTS, BASED ON IMPROVEMENT NEED INDEX, ALABAMA, 1980[1]

Competency Grouping/Statements	Competency Rank Order									
	Vocational Teachers		Teacher Educators		Vocational Administrators		Program Specialist		Based on Sum of Rank for all Respondents	
	Within Competency Group (N= 25)	Among All Competencies (N=110)	Within Competency Group (N= 25)	Among All Competencies (N=110)	Within Competency Group (N= 25)	Among All Competencies (N=110)	Within Competency Group (N= 25)	Among All Competencies (N=110)	Within Competency Group (N= 25)	Among All Competencies (N=110)
Instructional Techniques										
19. Organize and introduce a lesson	22	77	5	41	6	40	11	66	10	68
20. Summarize a lesson for students	23	82	5	41	15	68	6	43	13	75
21. Demonstrate a manipulative skill	20	75	13	61	20	78	9	58	18	89
22. Give a lecture	21	76	21	81	18	75	19	88	22	96
23. Direct individual and/or group field trips	9	54	22	87	18	75	17	81	20	92
24. Conduct group discussions, panel discussions and symposiums	11	58	11	59	18	75	10	63	14	83
25. Stimulate learning through brainstorming and buzz groups	3	32	15	74	14	67	12	68	10	76

TABLE 2
(continued)

RANK ORDER OF SELECTED VOCATIONAL TEACHER COMPETENCIES BY VOCATIONAL TEACHERS, VOCATIONAL TEACHER EDUCATORS, LOCAL VOCATIONAL ADMINISTRATORS AND STATE DEPARTMENT OF EDUCATION VOCATIONAL PROGRAM SPECIALISTS, BASED ON IMPROVEMENT NEED INDEX, ALABAMA, 1980[1]

Competency Grouping/Statements	Competency Rank Order									
	Vocational Teachers		Teacher Educators		Vocational Administrators		Program Specialist		Based on Sum of Rank for all Respondents	
	Within Competency Group (N=25)	Among All Competencies (N=110)	Within Competency Group (N= 25)	Among All Competencies (N=110)	Within Competency Group (N= 25)	Among All Competencies (N=110)	Within Competency Group (N= 25)	Among All Competencies (N=110)	Within Competency Group (N= 25)	Among All Competencies (N=110)
26. Facilitate student learning through role playing techniques	10	56	9	53	16	70	13	70	12	82
27. Organize and direct student laboratory experiences	13	63	7	49	9	53	7	53	6	63
28. Direct students in applying problem solving techniques	6	44	1	7	3	20	2	25	2	16
29. Direct students in acquiring skills, attitudes, or concepts using the project method	8	52	4	18	7	47	4	43	4	44
30. Employ oral questioning techniques in a planned lesson to guide student's thinking	17	69	6	43	8	48	8	54	7	30
31. Conduct a lesson using reinforcement techniques	16	66	3	15	5	39	3	38	5	42

TABLE 2
(continued)

RANK ORDER OF SELECTED VOCATIONAL TEACHER COMPETENCIES BY VOCATIONAL TEACHERS, VOCATIONAL TEACHER EDUCATORS, LOCAL VOCATIONAL ADMINISTRATORS AND STATE DEPARTMENT OF EDUCATION VOCATIONAL PROGRAM SPECIALISTS, BASED ON IMPROVEMENT NEED INDEX, ALABAMA, 1980

Competency Grouping/Statements	Competency Rank Order									
	Vocational Teachers		Teacher Educators		Vocational Administrators		Program Specialist		Based on Sum of Rank for all Respondents	
	Within Competency Group (N=25)	Among All Competencies (N=110)	Within Competency Group (N=25)	Among All Competencies (N=110)	Within Competency Group (N=25)	Among All Competencies (N=110)	Within Competency Group (N=25)	Among All Competencies (N=110)	Within Competency Group (N=25)	Among All Competencies (N=110)
32. Design a lesson which considers individual differences of students	2	19	2	12	1	6	1	1	1	2
33. Present information using illustrations from your occupational specialty	14	64	10	57	10	55	14	73	12	81
34. Demonstrate a concept or principle from your occupational specialty	19	73	16	75	2	17	16	78	15	78
35. Plan, present and evaluate a lesson as a team teaching member	5	41	19	79	11	60	5	47	8	71
36. Present information using a subject matter expert	7	48	12	60	22	83	15	74	17	87
37. Develop bulletin boards and exhibits	4	38	14	65	18	75	18	87	16	87

TABLE 2
(continued)

RANK ORDER OF SELECTED VOCATIONAL TEACHER COMPETENCIES BY VOCATIONAL TEACHERS, VOCATIONAL TEACHER EDUCATORS, LOCAL VOCATIONAL ADMINISTRATORS AND STATE DEPARTMENT OF EDUCATION VOCATIONAL PROGRAM SPECIALISTS, BASED ON IMPROVEMENT NEED INDEX, ALABAMA, 1980

Competency Grouping/Statements	Competency Rank Order									
	Vocational Teachers		Teacher Educators		Vocational Administrators		Program Specialist		Based on Sum of Rank for all Respondents	
	Within Competency Group (N= 25)	Among All Competencies (N=110)	Within Competency Group (N= 25)	Among All Competencies (N=110)	Within Competency Group (N= 25)	Among All Competencies (N=110)	Within Competency Group (N= 25)	Among All Competencies (N=110)	Within Competency Group (N= 25)	Among All Competencies (N=110)
38. Present a lesson using models, flannel boards or real objects	11	58	20	80	13	65	2	59	11	89
39. Present information using overhead or opaque projectors	12	59	17	77	12	62	1	6	9	59
40. Present information using films, filmstrips and slides	18	72	18	78	17	72	3	69	17	91
41. Present information with televised and videotaped materials	1	3	8	52	4	37	4	77	3	49
42. Present information using records and tapes	15	65	24	90	21	80	5	81	19	94
43. Present information with chalkboard and flip chart	22	78	23	88	19	77	6	86	21	98

TABLE 2
(continued)

RANK ORDER OF SELECTED VOCATIONAL TEACHER COMPETENCIES BY VOCATIONAL TEACHERS, VOCATIONAL TEACHER EDUCATORS, LOCAL VOCATIONAL ADMINISTRATORS AND STATE DEPARTMENT OF EDUCATION VOCATIONAL PROGRAM SPECIALISTS, BASED ON IMPROVEMENT NEED INDEX, ALABAMA, 1980[1]

Competency Grouping/Statements	Competency Rank Order									
	Vocational Teachers		Teacher Educators		Vocational Administrators		Program Specialist		Based on Sum of Rank for all Respondents	
	Within Competency Group (N=11)	Among All Competencies (N=110)	Within Competency Group (N=11)	Among All Competencies (N=110)	Within Competency Group (N=11)	Among All Competencies (N=110)	Within Competency Group (N=11)	Among All Competencies (N=110)	Within Competency Group (N=11)	Among All Competencies (N=110)
Personalized Instruction										
44. Organize and direct students to help instruct other students	11	64	10	62	7	39	8	55	9	65
45. Direct independent and group study of students	8	55	7	29	8	42	5	42	7	48
46. Direct individualized or personalized instruction	9	59	2	10	4	16	1	12	3	17
47. Adjust instructional activities or methods to meet the needs and abilities of students	7	46	1	3	6	29	9	82	5	44
48. Use instructional contracts for individualized or personalized instruction	4	35	4	17	10	74	7	54	6	52
49. Direct programmed instruction	6	40	8	48	11	76	9	82	8	79

TABLE 2
(continued)

RANK ORDER OF SELECTED VOCATIONAL TEACHER COMPETENCIES BY VOCATIONAL TEACHERS, VOCATIONAL TEACHER EDUCATORS, LOCAL VOCATIONAL ADMINISTRATORS AND STATE DEPARTMENT OF EDUCATION VOCATIONAL PROGRAM SPECIALISTS, BASED ON IMPROVEMENT NEED INDEX, ALABAMA, 1980[1]

Competency Grouping/Statements	Competency Rank Order									
	Vocational Teachers		Teacher Educators		Vocational Administrators		Program Specialist		Based on Sum of Rank for all Respondents	
	Within Competency Group (N=11)	Among All Competencies (N=110)	Within Competency Group (N=11)	Among All Competencies (N=110)	Within Competency Group (N=11)	Among All Competencies (N=110)	Within Competency Group (N=11)	Among All Competencies (N=110)	Within Competency Group (N=11)	Among All Competencies (N=110)
50. Review instructional activities and materials to identify and eliminate bias in terms of sex, race, religion, etc.	10	63	11	69	9	50	7	50	10	73
51. Identify students who need special assistance to succeed in vocational program	5	37	3	16	3	15	2	17	2	13
52. Refer handicapped and disadvantaged students for diagnostic and/or special services	3	25	5	21	5	22	3	30	3	18
53. Identify chemical dependent students (e.g., excessive alcohol and drug users)	1	2	6	23	1	3	4	39	1	8
54. Refer chemical dependent students to appropriate agencies or services for professional assistance	2	4	9	53	2	10	6	40	4	23

TABLE 2
(continued

RANK ORDER OF SELECTED VOCATIONAL TEACHER COMPETENCIES BY VOCATIONAL TEACHERS, VOCATIONAL TEACHER EDUCATORS, LOCAL VOCATIONAL ADMINISTRATORS AND STATE DEPARTMENT OF EDUCATION VOCATIONAL PROGRAM SPECIALISTS, BASED ON IMPROVEMENT NEED INDEX, ALABAMA, 1980[1]

Competency Grouping/Statements	Competency Rank Order									
	Vocational Teachers		Teacher Educators		Vocational Administrators		Program Specialist		Based on Sum of Rank for all Respondents	
	Within Competency Group (N=56)	Among All Competencies (N=110)	Within Competency Group (N=56)	Among All Competencies (N=110)	Within Competency Group (N=56)	Among All Competencies (N=110)	Within Competency Group (N= 56)	Among All Competencies (N=110)	Within Competency Group (N= 56)	Among All Competencies (N=110)
Instructional Evaluation										
55. Establish standards for student performance	5	62	2	4	2	15	4	45	3	27
56. Develop a paper and pencil test to assess student knowledge of the subject	6	83	6	50	6	62	6	64	6	84
57. Develop a test or similar device to assess student attitudes toward the subject area	2	33	4	28	5	54	2	26	2	36
58. Develop a test or system to assess the technical skill level of students	3	35	3	5	4	53	5	52	4	38
59. Determine student grades or performance levels in the program	4	55	5	46	3	46	3	27	5	46
60. Evaluate your own instructional effectiveness	1	16	1	1	1	8	1	3	1	1

TABLE 2
(continued)

RANK ORDER OF SELECTED VOCATIONAL TEACHER COMPETENCIES BY VOCATIONAL TEACHERS, VOCATIONAL TEACHER EDUCATORS, LOCAL VOCATIONAL ADMINISTRATORS AND STATE DEPARTMENT OF EDUCATION VOCATIONAL PROGRAM SPECIALISTS, BASED ON IMPROVEMENT NEED INDEX, ALABAMA, 1980[1]

Competency Grouping/Statements	Competency Rank Order									
	Vocational Teachers		Teacher Educators		Vocational Administrators		Program Specialist		Based on Sum of Rank for all Respondents	
	Within Competency Group (N= 9)	Among All Competencies (N=110)	Within Competency Group (N= 9)	Among All Competencies (N=110)	Within Competency Group (N= 9)	Among All Competencies (N=110)	Within Competency Group (N= 9)	Among All Competencies (N=110)	Within Competency Group (N= 9)	Among All Competencies (N=110)
Instructional Management										
61. Identify and plan future instructional resource needs	7	59	1	13	5	43	4	46	5	45
62. Prepare financial budgets and reports for program	3	34	6	56	8	82	8	75	9	80
63. Purchase or arrange for purchasing supplies and equipment	6	45	8	73	4	32	7	73	7	67
64. Maintain a filing system	8	61	4	32	7	69	9	80	8	77
65. Develop a safety program based on local, state, and federal safety regulations	4	39	3	24	2	30	5	47	3	35
66. Explain accident and safety procedures	9	66	4	32	6	61	6	60	6	64

TABLE 2
(continued)

RANK ORDER OF SELECTED VOCATIONAL TEACHER COMPETENCIES BY VOCATIONAL TEACHERS, VOCATIONAL TEACHER EDUCATORS, LOCAL VOCATIONAL ADMINISTRATORS AND STATE DEPARTMENT OF EDUCATION VOCATIONAL PROGRAM SPECIALISTS, BASED ON IMPROVEMENT NEED INDEX, ALABAMA, 1980[1]

Competency Grouping/Statements	Competency Rank Order									
	Vocational Teachers		Teacher Educators		Vocational Administrators		Program Specialist		Based on Sum of Rank for all Respondents	
	Within Competency Group (N= 9)	Among All Competencies (N=110)	Within Competency Group (N= 9)	Among All Competencies (N=110)	Within Competency Group (N= 9)	Among All Competencies (N=110)	Within Competency Group (N= 9)	Among All Competencies (N=110)	Within Competency Group (N= 9)	Among All Competencies (N=110)
67. Develop a system for administering preventive and corrective classroom discipline	5	42	2	20	1	26	1	11	1	19
68. Organize a vocational laboratory	1	18	7	66	3	31	2	15	2	29
69. Manage and maintain a vocational laboratory	2	21	5	48	5	43	3	35	4	40

TABLE 2
(continued)

RANK ORDER OF SELECTED VOCATIONAL TEACHER COMPETENCIES BY VOCATIONAL TEACHERS, VOCATIONAL TEACHER EDUCATORS, LOCAL VOCATIONAL ADMINISTRATORS AND STATE DEPARTMENT OF EDUCATION VOCATIONAL PROGRAM SPECIALISTS, BASED ON IMPROVEMENT NEED INDEX, ALABAMA, 1980

Competency Grouping/Statements	Competency Rank Order									
	Vocational Teachers		Teacher Educators		Vocational Administrators		Program Specialist		Based on Sum of Rank for all Respondents	
	Within Competency Group (N= 7)	Among All Competencies (N=110)	Within Competency Group (N= 7)	Among All Competencies (N=110)	Within Competency Group (N= 7)	Among All Competencies (N=110)	Within Competency Group (N=7)	Among All Competencies (N=110)	Within Competency Group (N=7)	Among All Competencies (N=110)
Guidance										
70. Clarify teacher personal and social values	6	81	6	77	7	81	7	85	7	97
71. Accept students with differenct or unique personal social values	5	80	4	43	3	56	5	46	4	69
72. Identify and interpret student personal or cumulative information	3	65	6	77	5	70	4	34	5	79
73. Gather student data through personal or cumulative information	4	68	5	55	6	79	6	62	6	86
74. Assist students to identify personal, educational, and career needs through teacher-student conferences	2	49	3	39	4	58	3	28	3	51

TABLE 2
(continued)

RANK ORDER OF SELECTED VOCATIONAL TEACHER COMPETENCIES BY VOCATIONAL TEACHERS, VOCATIONAL TEACHER EDUCATORS, LOCAL VOCATIONAL ADMINISTRATORS AND STATE DEPARTMENT OF EDUCATION VOCATIONAL PROGRAM SPECIALISTS, BASED ON IMPROVEMENT NEED INDEX, ALABAMA, 1980

Competency Grouping/Statements	Competency Rank Order									
	Vocational Teachers		Teacher Educators		Vocational Administrators		Program Specialist		Based on Sum of Rank for all Respondents	
	Within Competency Group (N= 7)	Among All Competencies (N=110)	Within Competency Group (N= 7)	Among All Competencies (N=110)	Within Competency Group (N= 7)	Among All Competencies (N=110)	Within Competency Group (N= 7)	Among All Competencies (N=110)	Within Competency Group (N= 7)	Among All Competencies
75. Provide information on educational and career opportunities	1	47	1	31	1	28	2	21	1	28
76. Teach job and education seeking skills	2	53	2	38	2	43	1	2	2	33

TABLE 2
(continued)

RANK ORDER OF SELECTED VOCATIONAL TEACHER COMPETENCIES BY VOCATIONAL TEACHERS, VOCATIONAL TEACHER EDUCATORS, LOCAL VOCATIONAL ADMINISTRATORS AND STATE DEPARTMENT OF EDUCATION VOCATIONAL PROGRAM SPECIALISTS, BASED ON IMPROVEMENT NEED INDEX, ALABAMA, 1980[1]

Competency Grouping/Statements	Competency Rank Order									
	Vocational Teachers		Teacher Educators		Vocational Administrators		Program Specialist		Based on Sum of Rank for all Respondents	
	Within Competency Group (N=10)	Among All Competencies (N=110)	Within Competency Group (N=10)	Among All Competencies (N=110)	Within Competency Group (N=10)	Among All Competencies (N=110)	Within Competency Group (N=10)	Among All Competencies (N=110)	Within Competency Group (N=10)	Among All Competencies (N=110)
School Community Relations										
77. Develop a plan to improve and maintain school-community relations	6	25	4	58	5	21	3	19	5	26
78. Make presentations to school and community groups to promote program	5	22	2	19	9	36	2	13	2	14
79. Design and provide brochures to inform the school and community about program	3	11	5	68	4	19	8	61	8	43
80. Design and provide displays in the school and community on program	4	13	6	70	8	33	7	37	7	41
81. Prepare news releases and articles to promote program	2	7	3	47	3	18	4	20	3	15
82. Plan and present television and radio programs to promote program	1	1	8	72	7	30	6	32	6	32

TABLE 2
(continued)

RANK ORDER OF SELECTED VOCATIONAL TEACHER COMPETENCIES BY VOCATIONAL TEACHERS, VOCATIONAL TEACHER EDUCATORS, LOCAL VOCATIONAL ADMINISTRATORS AND STATE DEPARTMENT OF EDUCATION VOCATIONAL PROGRAM SPECIALISTS, BASED ON IMPROVEMENT NEED INDEX, ALABAMA, 1980[1]

Competency Grouping/Statements	Competency Rank Order									
	Vocational Teachers		Teacher Educators		Vocational Administrators		Program Specialist		Based on Sum of Rank for all Respondents	
	Within Competency Group (N= 10)	Among All Competencies (N=110)	Within Competency Group (N= 10)	Among All Competencies (N=110)	Within Competency Group (N= 10)	Among All Competencies (N=110)	Within Competency Group (N= 10)	Among All Competencies (N=110)	Within Competency Group (N= 10)	Among All Competencies (N=110)
83. Plan and conduct an open house for program	9	30	7	71	6	25	9	72	9	57
84. Provide services to members of the community (e.g., adult evening classes)	8	28	8	72	1	2	1	9	4	24
85. Cooperate with state and local educators	10	73	9	86	10	46	10	73	10	90
86. Obtain feedback from the school and community concerning program	7	26	1	14	2	11	5	21	1	10

TABLE 2
(continued)

RANK ORDER OF SELECTED VOCATIONAL TEACHER COMPETENCIES BY VOCATIONAL TEACHERS, VOCATIONAL TEACHER EDUCATORS, LOCAL VOCATIONAL ADMINISTRATORS AND STATE DEPARTMENT OF EDUCATION VOCATIONAL PROGRAM SPECIALISTS, BASED ON IMPROVEMENT NEED INDEX, ALABAMA, 1980[1]

Competency Grouping/Statements	Competency Rank Order									
	Vocational Teachers		Teacher Educators		Vocational Administrators		Program Specialist		Based on Sum of Rank for all Respondents	
	Within Competency Group (N=6)	Among All Competencies (N=110)	Within Competency Group (N=6)	Among All Competencies (N=110)	Within Competency Group (N=6)	Among All Competencies (N=110)	Within Competency Group (N=6)	Among All Competencies (N=110)	Within Competency Group (N= 6)	Among All Competencies
Student Vocational Organizations										
87. Develop a personal philosophy toward student vocational organizations	6	71	3	35	6	59	5	56	6	66
88. Establish a student vocational organization	5	67	3	35	4	49	6	79	5	72
89. Assist students in preparing for leadership roles in student organizations	3	43	2	32	1	41	4	51	2	47
90. Assist students in developing and financing a yearly program of activities for their vocational organization	2	39	5	82	2	44	3	48	3	61
91. Supervise activities of student vocational organizations	4	60	4	44	5	58	1	41	4	58

TABLE 2
(continued)

RANK ORDER OF SELECTED VOCATIONAL TEACHER COMPETENCIES BY VOCATIONAL TEACHERS, VOCATIONAL TEACHER EDUCATORS, LOCAL VOCATIONAL ADMINISTRATORS AND STATE DEPARTMENT OF EDUCATION VOCATIONAL PROGRAM SPECIALISTS, BASED ON IMPROVEMENT NEED INDEX, ALABAMA, 1980

Competency Grouping/Statements	Competency Rank Order									
	Vocational Teachers		Teacher Educators		Vocational Administrators		Program Specialist		Based on Sum of Rank for all Respondents	
	Within Competency Group (N=6)	Among All Competencies (N=110)	Within Competency Group (N=6)	Among All Competencies (N=110)	Within Competency Group (N=6)	Among All Competencies (N=110)	Within Competency Group (N=6)	Among All Competencies (N=110)	Within Competency Group (N=6)	Among All Competencies
92. Provide learning experiences for students through vocational organization competitive events	1	36	1	27	3	48	2	47	1	42

TABLE 2
(continued)

RANK ORDER OF SELECTED VOCATIONAL TEACHER COMPETENCIES BY VOCATIONAL TEACHERS, VOCATIONAL TEACHER EDUCATORS, LOCAL VOCATIONAL ADMINISTRATORS AND STATE DEPARTMENT OF EDUCATION VOCATIONAL PROGRAM SPECIALISTS, BASED ON IMPROVEMENT NEED INDEX, ALABAMA, 1980[1]

Competency Grouping/Statements	Competency Rank Order									
	Vocational Teachers		Teacher Educators		Vocational Administrators		Program Specialist		Based on Sum of Rank for all Respondents	
	Within Competency Group (N=8)	Among All Competencies (N=110)	Within Competency Group (N=8)	Among All Competencies (N=110)	Within Competency Group (N=8)	Among All Competencies (N=110)	Within Competency Group (N=8)	Among All Competencies (N=110)	Within Competency Group (N=8)	Among All Competencies (N=110)
Professional Role and Development										
93. Keep up-to-date in profession and occupational specialty	5	71	1	28	1	23	2	12	1	31
94. Develop and maintain active involvement in professional teaching organizations	7	75	5	76	2	34	1	8	3	55
95. Develop and maintain a professional philosophy of education/teaching	8	83	6	83	5	58	3	43	6	88
96. Develop and maintain active involvement in school and community affairs	4	70	3	63	6	64	5	65	5	85
97. Obtain and maintain a teaching position in keeping with professional qualifications	6	74	7	84	7	77	9	83	7	95

TABLE 2
(continued)

RANK ORDER OF SELECTED VOCATIONAL TEACHER COMPETENCIES BY VOCATIONAL TEACHERS, VOCATIONAL TEACHER EDUCATORS, LOCAL VOCATIONAL ADMINISTRATORS AND STATE DEPARTMENT OF EDUCATION VOCATIONAL PROGRAM SPECIALISTS, BASED ON IMPROVEMENT NEED INDEX, ALABAMA, 1980[1]

Competency Grouping/Statements	Competency Rank Order									
	Vocational Teachers		Teacher Educators		Vocational Administrators		Program Specialist		Based on Sum of Rank for all Respondents	
	Within Competency Group (N=8)	Among All Competencies (N=110)	Within Competency Group (N= 8)	Among All Competencies (N=110)	Within Competency Group (N= 8)	Among All Competencies (N=110)	Within Competency Group (N= 8)	Among All Competencies (N=110)	Within Competency Group (N= 8)	Among All Competencies
98. Plan and provide laboratory experiences for student teachers	2	10	4	67	3	47	10	84	7	60
99. Plan the student teaching experience	3	6	2	34	4	54	7	73	2	50
100. Supervice student teachers	1	9	2	34	4	54	7	73	2	50

TABLE 2
(continued)

RANK ORDER OF SELECTED VOCATIONAL TEACHER COMPETENCIES BY VOCATIONAL TEACHERS, VOCATIONAL TEACHER EDUCATORS, LOCAL VOCATIONAL ADMINISTRATORS AND STATE DEPARTMENT OF EDUCATION VOCATIONAL PROGRAM SPECIALISTS, BASED ON IMPROVEMENT NEED INDEX, ALABAMA, 1980[1]

Competency Grouping/Statements	Competency Rank Order									
	Vocational Teachers		Teacher Educators		Vocational Administrators		Program Specialist		Based on Sum of Rank for all Respondents	
	Within Competency Group (N= 10)	Among All Competencies (N=110)	Within Competency Group (N= 10)	Among All Competencies (N=110)	Within Competency Group (N= 10)	Among All Competencies (N=110)	Within Competency Group (N= 10)	Among All Competencies (N=110)	Within Competency Group (N= 10)	Among All Competencies (N=110)
Coordination										
101. Establish standards and procedures for operating a cooperative vocational education program	3	24	8	65	6	44	4	57	5	54
102. Establish and apply policies for managing student attendance, transfers, and terminations	9	51	9	81	3	27	6	67	8	70
103. Recruit and enroll prospective students	7	37	1	26	1	9	6	31	3	21
104. Identify and secure prospective training stations for co-op students	2	8	5	48	7	45	3	19	4	25
105. Place co-op students in appropriate training stations	1	13	2	33	8	51	1	10	1	23

TABLE 2
(continued)

RANK ORDER OF SELECTED VOCATIONAL TEACHER COMPETENCIES BY VOCATIONAL TEACHERS, VOCATIONAL TEACHER EDUCATORS, LOCAL VOCATIONAL ADMINISTRATORS AND STATE DEPARTMENT OF EDUCATION VOCATIONAL PROGRAM SPECIALISTS, BASED ON IMPROVEMENT NEED INDEX, ALABAMA, 1980

Competency Grouping/Statements	Competency Rank Order									
	Vocational Teachers		Teacher Educators		Vocational Administrators		Program Specialist		Based on Sum of Rank for all Respondents	
	Within Competency Group (N= 10)	Among All Competencies (N=110)	Within Competency Group (N= 10)	Among All Competencies (N=110)	Within Competency Group (N= 10)	Among All Competencies (N=110)	Within Competency Group (N= 10)	Among All Competencies (N=110)	Within Competency Group (N= 10)	Among All Competencies
106. Develop the training ability of on-the-job supervisors	4	27	6	54	4	36	5	25	6	37
107. Coordinate and supervise on-the-job supervisors	6	31	3	40	5	38	4	24	5	30
108. Evaluate on-the-job student performance	5	28	4	45	2	14	2	11	2	18
109. Plan and conduct related instruction	8	50	7	64	5	38	8	44	9	56
110. Plan and conduct an employer-employee appreciation event or banquet	3	20	10	85	9	73	7	36	10	62

TABLE 3

VARIANCE ANALYSIS OF MEAN COMPETENCY IMPROVEMENT NEED SCORES FOR SELECTED VOCATIONAL TEACHER COMPETENCIES AS PERCEIVED BY VOCATIONAL TEACHERS, VOCATIONAL TEACHER EDUCATORS, LOCAL VOCATIONAL ADMINISTRATORS AND STATE DEPARTMENT OF EDUCATION VOCATIONAL PROGRAM SPECIALISTS, ALABAMA, 1980

Competency Grouping/Statements	Mean Group Scores[1]				F Ratio (ANOVA)	Scheffe Procedure
	Vocational Teachers	Teacher Educators	Vocational Administrators	Program Specialists		Pairs of Groups Significantly Different at .05 Level[2]
Program Planning, Development and Evaluation						
1. Plan a community survey to identify local employer demands and student occupational interests	3.91	4.69	4.85	5.07	14.11	1, 2 and 3
2. Collect and interpret employer demand and student occupational interest information	3.91	5.14	4.51	4.66	12.10	1, 2 and 3
3. Apply the findings of a community survey to vocational program	3.87	5.32	4.70	4.95	20.00	1, 2 and 3
4. Organize or reorganize an occupational advisory committee	3.70	5.35	4.25	4.55	11.21	2, 3 and 4
5. Maintain an occupational advisory committee	3.57	5.15	4.29	4.33	12.00	1, 2 and 3
6. Use an advisory committee to set vocational program goals and objectives	3.81	5.04	4.26	4.62	7.81	2 and 3

[1]Number of respondents by group were 539 vocational teachers, 33 vocational teacher educators, 92 local vocational administrators and 61 state program specialists for a total of 725. Score calculations not always based on the total due to nonresponses for some statements. Scores are based on rating on a 1-7 Likert-type scale (1=none to 7=very high).

[2]Differences denoted by coding 1-teachers and administrators, 2-teachers and specialists, 3-teachers and teacher educators, 4-supervisors and teacher educators and 5-no two groups are significantly different.

TABLE 3
(continued)

VARIANCE ANALYSIS OF MEAN COMPETENCY IMPROVEMENT NEED SCORES FOR SELECTED VOCATIONAL TEACHER COMPETENCIES AS PERCEIVED BY VOCATIONAL TEACHERS, VOCATIONAL TEACHER EDUCATORS, LOCAL VOCATIONAL ADMINISTRATORS AND STATE DEPARTMENT OF EDUCATION VOCATIONAL PROGRAM SPECIALISTS, ALABAMA, 1980

Competency Grouping/Statements	Mean Group Scores				F Ratio (ANOVA)	Scheffe Procedure
	Vocational Teachers	Teacher Educators	Vocational Administrators	Program Specialists		Pairs of Groups Significantly Different at .05 Level[1]
7. Develop long-range plans for vocational program	3.75	5.13	4.69	5.17	24.40	1, 2 and 3
8. Conduct an occupational analysis to identify entry-level occupational competencies for vocational program	3.84	5.00	4.46	4.69	9.99	1, 2 and 3
9. Conduct a continuous student follow-up study of former students	3.41	4.75	4.56	4.78	23.90	1, 2 and 3
10. Evaluate vocational program	3.68	5.25	4.76	4.89	25.69	1, 2 and 3
Instructional Planning						
11. Develop a philosophy for vocational program	3.11	4.03	3.71	4.21	10.34	1, 2 and 3
12. Develop a course of study	3.30	4.07	4.34	4.18	12.22	1 and 2
13. Determine and analyze the instructional needs of students	3.53	4.44	4.78	4.87	27.77	1, 2 and 3
14. Write student performance objectives	3.32	4.25	4.67	4.63	26.56	1, 2 and 3
15. Plan and write a unit of instruction	3.21	4.03	4.76	4.87	36.35	1 and 2
16. Write a lesson plan	3.00	3.82	4.74	4.63	38.45	1 and 2

[1]Differences denoted by coding 1-teachers and administrators, 2-teachers and specialists, 3-teachers and teacher educators, 4-supervisors and teacher educators and 5-no two groups are significantly different.

TABLE 3
(continued)

VARIANCE ANALYSIS OF MEAN COMPETENCY IMPROVEMENT NEED SCORES FOR SELECTED VOCATIONAL TEACHER COMPETENCIES AS PERCEIVED BY VOCATIONAL TEACHERS, VOCATIONAL TEACHER EDUCATORS, LOCAL VOCATIONAL ADMINISTRATORS AND STATE DEPARTMENT OF EDUCATION VOCATIONAL PROGRAM SPECIALISTS, ALABAMA, 1980

Competency Grouping/Statements	Mean Group Scores				F Ratio (ANOVA)	Scheffe Procedure
	Vocational Teachers	Teacher Educators	Vocational Administrators	Program Specialists		Pairs of Groups Significantly Different at .05 Level[1]
17. Obtain appropriate student instructional materials	3.47	4.40	4.43	4.38	11.79	1 and 2
18. Design and prepare teacher-made instructional materials	3.41	4.32	4.83	4.52	16.85	1, 2 and 3
19. Organize and introduce a lesson	3.10	4.17	4.42	4.15	22.75	1, 2 and 3
20. Summarize a lesson for students	2.98	4.41	4.39	4.19	29.49	1, 2 and 3
21. Demonstrate a manipulative skill	2.99	3.93	4.31	4.16	20.73	1, 2 and 3
22. Give a lecture	2.96	3.71	3.86	3.37	8.41	1
23. Direct individual and/or group field trips	3.34	3.73	3.91	3.71	3.44	1
24. Conduct group discussions, panel discussions and symposiums	3.40	3.80	3.07	4.11	7.10	1 and 2
25. Stimulate learning through brain-storming and buzz groups	3.47	3.86	3.94	3.98	3.38	5
26. Facilitate student learning through role playing techniques	3.51	4.14	4.15	4.13	10.51	1 and 2
27. Organize and direct student laboratory experiences	3.23	4.20	4.48	4.43	20.48	1, 2 and 3

[1]Differences denoted by coding 1-teachers and administrators, 2-teachers and specialists, 3-teachers and teacher educators, 4-supervisors and teacher educators and 5-no two groups are significantly different.

TABLE 3
(continued)

VARIANCE ANALYSIS OF MEAN COMPETENCY IMPROVEMENT NEED SCORES FOR SELECTED VOCATIONAL TEACHER COMPETENCIES AS PERCEIVED BY VOCATIONAL TEACHERS, VOCATIONAL TEACHER EDUCATORS, LOCAL VOCATIONAL ADMINISTRATORS AND STATE DEPARTMENT OF EDUCATION VOCATIONAL PROGRAM SPECIALISTS, ALABAMA, 1980

Competency Grouping/Statements	Mean Group Scores				F Ratio (ANOVA)	Scheffe Procedure
	Vocational Teachers	Teacher Educators	Vocational Administrators	Program Specialists		Pairs of Groups Significantly Different at .05 Level[1]
28. Direct students in applying problem solving techniques	3.48	4.68	4.79	4.57	23.97	1, 2 and 3
29. Direct students in acquiring skills, attitudes, or concepts using the project method	3.43	4.13	4.57	4.45	17.90	1 and 2
30. Employ oral questioning techniques in a planned lesson to guide student's thinking	3.21	4.47	4.39	4.33	23.41	1, 2 and 3
31. Conduct a lesson using reinforcement techniques	3.17	4.34	4.51	4.56	31.79	1, 2 and 3
32. Design a lesson which considers individual differences of students	3.61	4.91	4.91	5.06	28.82	1, 2 and 3
33. Present information using illustrations from your occupational specialty	3.19	4.14	4.12	4.09	13.90	1, 2 and 3
34. Demonstrate a concept or principle from your occupational specialty	3.15	4.52	3.99	3.93	15.29	1, 2 and 3
35. Plan, present and evaluate a lesson as a team teaching member	3.40	4.08	3.94	4.16	5.48	2
36. Present information using a subject matter expert	3.39	3.63	4.11	3.98	6.35	1

[1]Difference denoted by coding 1-teachers and administrators, 2-teachers and specialists, 3-teachers and teacher educators, 4-supervisors and teacher educators and 5-no two groups are significantly different.

TABLE 3
(continued)

VARIANCE ANALYSIS OF MEAN COMPETENCY IMPROVEMENT NEED SCORES FOR SELECTED VOCATIONAL TEACHER COMPETENCIES AS PERCEIVED BY VOCATIONAL TEACHERS, VOCATIONAL TEACHER EDUCATORS, LOCAL VOCATIONAL ADMINISTRATORS AND STATE DEPARTMENT OF EDUCATION VOCATIONAL PROGRAM SPECIALISTS, ALABAMA, 1980

Competency Grouping/Statements	Mean Group Scores				F Ratio (ANOVA)	Scheffe Procedure
	Vocational Teachers	Teacher Educators	Vocational Administrators	Program Specialists		Pairs of Groups Significantly Different at .05 Level[1]
37. Develop bulletin boards and exhibits	3.47	3.62	4.14	3.75	3.80	1
38. Present a lesson using models, flannel boards or real objects	3.33	3.76	4.07	4.13	8.71	1 and 2
39. Present information using overhead or opaque projectors	3.08	3.80	4.06	3.75	10.88	1 and 2
40. Present information using films, filmstrips and slides	2.99	3.65	4.05	3.91	13.42	1 and 2
41. Present information with televised and videotaped materials	3.77	4.68	4.05	3.98	2.34	5
42. Present information using records and tapes	3.00	3.68	3.92	3.77	10.13	1 and 2
43. Present information with chalkboard and flip chart	2.97	3.80	3.95	3.82	12.99	1 and 2
Personalized Instruction						
44. Organize and direct students to help instruct other students	3.32	4.29	4.16	4.12	13.02	1, 2 and 3
45. Direct independent and group study of students	3.32	4.55	4.32	4.31	18.40	1, 2 and 3
46. Direct individualized or personalized instruction	3.35	4.63	4.68	4.71	29.39	1, 2 and 3

[1]Differences denoted by coding 1-teachers and administrators, 2-teachers and specialists, 3- teachers and educators, 4-supervisors and teacher educators and 5-no two groups are significantly different.

TABLE 3
(continued)

VARIANCE ANALYSIS OF MEAN COMPETENCY IMPROVEMENT NEED SCORES FOR SELECTED VOCATIONAL TEACHER COMPETENCIES AS PERCEIVED BY VOCATIONAL TEACHERS, VOCATIONAL TEACHER EDUCATORS, LOCAL VOCATIONAL ADMINISTRATORS AND STATE DEPARTMENT OF EDUCATION VOCATIONAL PROGRAM SPECIALISTS, ALABAMA, 1980

Competency Grouping/Statements	Mean Group Scores				F Ratio (ANOVA)	Scheffe Procedure
	Vocational Teachers	Teacher Educators	Vocational Administrators	Program Specialists		Pairs of Groups Significantly Different at .05 Level[1]
47. Adjust instructional activities or methods to meet the needs and abilities of students	3.48	4.81	4.84	4.96	30.14	1, 2 and 3
48. Use instructional contracts for individualized or personalized instruction	3.53	4.64	4.27	4.42	9.66	1, 2 and 3
49. Direct programmed instruction	3.39	3.16	4.02	4.08	6.79	1 and 3
50. Review instructional activities and materials to identify and eliminate bias in terms of sex, race, religion, etc.	3.18	4.24	4.05	4.40	14.58	1, 2 and 3
51. Identify students who need special assistance to succeed in vocational program	3.39	4.87	4.73	4.74	26.50	1, 2 and 3
52. Refer handicapped and disadvantaged students for diagnostic and/or special services	3.49	5.32	4.53	4.45	18.61	1, 2 and 3
53. Identify chemical dependent students (e.g., excessive alcohol and drug users)	3.88	5.15	4.42	4.38	5.86	3
54. Refer chemical dependent students to appropriate agencies or services for professional assistance	3.88	5.14	4.33	4.36	5.78	3

[1]Differences denoted by coding 1-teachers and administrators, 2-teachers and specialists, 3-teachers and teacher educators, 4-supervisors and teacher educators and 5-no two groups are significantly different.

TABLE 3
(continued)

VARIANCE ANALYSIS OF MEAN COMPETENCY IMPROVEMENT NEED SCORES FOR SELECTED VOCATIONAL TEACHER COMPETENCIES AS PERCEIVED BY VOCATIONAL TEACHERS, VOCATIONAL TEACHER EDUCATORS, LOCAL VOCATIONAL ADMINISTRATORS AND STATE DEPARTMENT OF EDUCATION VOCATIONAL PROGRAM SPECIALISTS, ALABAMA, 1980

Competency Grouping/Statements	Mean Group Scores				F Ratio (ANOVA)	Scheffe Procedure
	Vocational Teachers	Teacher Educators	Vocational Administrators	Program Specialists		Pairs of Groups Significantly Different at .05 Level[1]
Instructional Evaluation						
55. Establish standards for student performance	3.35	4.90	4.82	4.34	31.55	1, 2 and 3
56. Develop a paper and pencil test to assess student knowledge of the subject	3.06	4.00	4.36	4.20	21.78	1, 2 and 3
57. Develop a test or similar device to assess student attitudes toward the subject area	3.60	4.46	4.42	4.73	13.60	1 and 2
58. Develop a test or system to assess the technical skill level of students	3.51	4.33	4.86	4.32	20.46	1 and 2
59. Determine student grades or performance levels in the program	3.21	4.27	4.22	4.33	17.06	1, 2 and 3
60. Evaluate your own instructional effectiveness	3.76	5.25	5.15	5.22	32.40	1, 2 and 3
Instructional Management						
61. Identify and plan future instructional resource needs	3.44	4.60	4.74	4.23	24.51	1, 2 and 3
62. Prepare financial budgets and reports for program	3.43	3.59	4.15	4.10	6.47	1 and 2

[1]Differences denoted by coding 1-teachers and aministrators, 2-teachers and specialists, 3-teachers and teacher educators, 4-supervisors and teacher educators and 5-no two groups are significantly different.

TABLE 3
(continued)

VARIANCE ANALYSIS OF MEAN COMPETENCY IMPROVEMENT NEED SCORES FOR SELECTED VOCATIONAL TEACHER COMPETENCIES AS PERCEIVED BY VOCATIONAL TEACHERS, VOCATIONAL TEACHER EDUCATORS, LOCAL VOCATIONAL ADMINISTRATORS AND STATE DEPARTMENT OF EDUCATION VOCATIONAL PROGRAM SPECIALISTS, ALABAMA, 1980

Competency Grouping/Statements	Mean Group Scores				F Ratio (ANOVA)	Scheffe Procedure
	Vocational Teachers	Teacher Educators	Vocational Administrators	Program Specialists		Pairs of Groups Significantly Different at .05 Level[1]
63. Purchase or arrange for purchasing supplies and equipment	3.15	3.73	4.24	3.94	11.32	1 and 2
64. Maintain a filing system	3.28	3.86	4.52	3.78	13.06	1
65. Develop a safety program based on local, state, and federal safety regulations	3.51	4.73	4.60	4.04	13.04	1 and 3
66. Explain accident and safety procedures	3.18	4.43	4.45	3.88	16.55	1, 2 and 3
67. Develop a system for administering preventive and corrective classroom discipline	3.39	4.72	4.67	4.85	23.95	1, 2 and 3
68. Organize a vocational laboratory	3.40	4.57	3.92	5.00	2.90	5
69. Manage and maintain a vocational laboratory	3.49	4.36	4.26	4.56	10.18	1 and 2
Guidance						
70. Clarify teacher personal and social values	2.93	3.92	4.03	3.86	13.64	1 and 2
71. Accept students with different or unique personal social values	2.95	4.26	4.28	4.37	26.11	1, 2 and 3

[1]Differences denoted by coding 1-teachers and administrators, 2-teachers and specialists, 3-teachers and teacher educators, 4-supervisors and teacher educators and 5-no two groups are significantly different.

TABLE 3
(continued)

VARIANCE ANALYSIS OF MEAN COMPETENCY IMPROVEMENT NEED SCORES FOR SELECTED VOCATIONAL TEACHER COMPETENCIES AS PERCEIVED BY VOCATIONAL TEACHERS, VOCATIONAL TEACHER EDUCATORS, LOCAL VOCATIONAL ADMINISTRATORS AND STATE DEPARTMENT OF EDUCATION VOCATIONAL PROGRAM SPECIALISTS, ALABAMA, 1980

Competency Grouping/Statements	Mean Group Scores				F Ratio (ANOVA)	Scheffe Procedure
	Vocational Teachers	Teacher Educators	Vocational Administrators	Program Specialists		Pairs of Groups Significantly Different at .05 Level[1]
72. Identify and interpret student personal or cumulative information	3.21	4.00	4.13	4.46	17.47	1 and 2
73. Gather student data through personal contacts	3.11	3.89	4.26	4.19	16.23	1 and 2
74. Assist students to identify personal, educational, and career needs through teacher-student conferences	3.31	4.38	4.66	4.64	24.46	1, 2 and 3
75. Provide information on educational and career opportunities	3.30	4.37	4.72	4.46	24.10	1, 2 and 3
76. Teach job and education seeking skills	3.21	4.52	4.54	4.92	30.71	1, 2 and 3
School Community Relations						
77. Develop a plan to improve and maintain school-community relations	3.65	4.81	4.41	4.51	11.86	1, 2 and 3
78. Make presentations to school and community groups to promote program	3.70	4.77	4.57	4.47	11.86	1, 2 and 3

[1]Differences denoted by coding 1-teachers and administrators, 2-teachers and specialists, 3-teachers and teacher educators 4-supervisors and teacher educators and 5-no two groups are significantly different.

TABLE 3
(continued)

VARIANCE ANALYSIS OF MEAN COMPETENCY IMPROVEMENT NEED SCORES FOR SELECTED VOCATIONAL TEACHER COMPETENCIES AS PERCEIVED BY VOCATIONAL TEACHERS, VOCATIONAL TEACHER EDUCATORS, LOCAL VOCATIONAL ADMINISTRATORS AND STATE DEPARTMENT OF EDUCATION VOCATIONAL PROGRAM SPECIALISTS, ALABAMA, 1980

Competency Grouping/Statements	Mean Group Scores				F Ratio (ANOVA)	Scheffe Procedure
	Vocational Teachers	Teacher Educators	Vocational Administrators	Program Specialists		Pairs of Groups Significantly Different at .05 Level[1]
79. Design and provide brochures to inform the school and community about program	3.78	4.86	4.27	4.24	5.72	3
80. Design and provide displays in the school and community on program	3.70	4.63	4.31	4.40	8.27	1, 2 and 3
81. Prepare news releases and articles to promote program	3.74	4.86	4.26	4.50	7.9	2 and 3
82. Plan and present television and radio programs to promote program	4.10	4.62	4.19	4.41	1.09	5
83. Plan and conduct an open house for program	3.49	4.72	4.24	4.15	9.63	1 and 3
84. Provide services to members of the community (e.g., adult evening classes)	3.49	5.46	4.31	4.59	17.98	1, 2 and 4
85. Cooperate with state and local educators	2.98	4.35	4.11	3.96	17.05	1, 2 and 3
86. Obtain feedback from the school and community concerning program	3.60	4.97	4.66	4.58	18.37	1, 2 and 3

[1]Differences denoted by coding 1-teachers and administrators, 2-teachers and specialists, 3-teachers and teacher educators, 4-supervisors and teacher educators and 5-no two groups are significantly different.

TABLE 3
(continued)

VARIANCE ANALYSIS OF MEAN COMPETENCY IMPROVEMENT NEED SCORES FOR SELECTED VOCATIONAL TEACHER COMPETENCIES AS PERCEIVED BY VOCATIONAL TEACHERS, VOCATIONAL TEACHER EDUCATORS, LOCAL VOCATIONAL ADMINISTRATORS AND STATE DEPARTMENT OF EDUCATION VOCATIONAL PROGRAM SPECIALISTS, ALABAMA, 1980

Competency Grouping/Statements	Mean Group Scores				F Ratio (ANOVA)	Scheffe Procedure
	Vocational Teachers	Teacher Educators	Vocational Administrators	Program Specialists		Pairs of Groups Significantly Different at .05 Level[1]
Student Vocational Organizations						
87. Develop a personal philosophy toward student vocational organizations	3.05	4.16	4.28	4.09	17.72	1, 2 and 3
88. Establish a student vocational organization	2.84	4.17	4.14	3.57	15.26	1 and 3
89. Assist students in preparing for leadership roles in student organizations	3.37	4.41	4.53	4.26	15.53	1, 2 and 3
90. Assist students in developing and financing a yearly program of activities for their vocational organization	3.45	4.34	4.17	4.31	9.37	1, 2 and 3
91. Supervise activities of student vocational organizations	3.09	4.26	4.40	4.29	20.26	1, 2 and 3
92. Provide learning experiences for students through vocational organization competitive events	3.35	4.43	4.49	4.34	14.52	1, 2 and 3
Professional Role and Development						
93. Keep up-to-date in profession and occupational specialty	3.28	5.03	4.54	4.67	30.61	1, 2 and 3

[1]Differences denoted by coding 1-teachers and administrators, 2-teachers and specialists, 3-teachers and teacher educators, 4-supervisors and teacher educators and 5-no two groups are significantly different.

TABLE 3
(continued)

VARIANCE ANALYSIS OF MEAN COMPETENCY IMPROVEMENT NEED SCORES FOR SELECTED VOCATIONAL TEACHER COMPETENCIES AS PERCEIVED BY VOCATIONAL TEACHERS, VOCATIONAL TEACHER EDUCATORS, LOCAL VOCATIONAL ADMINISTRATORS AND STATE DEPARTMENT OF EDUCATION VOCATIONAL PROGRAM SPECIALISTS, ALABAMA, 1980

Competency Grouping/Statements	Mean Group Scores				F Ratio (ANOVA)	Scheffe Procedure
	Vocational Teachers	Teacher Educators	Vocational Administrators	Program Specialists		Pairs of Groups Significantly Different at .05 Level[1]
94. Develop and maintain active involvement in professional teaching organizations	3.03	4.91	4.23	4.62	29.60	1, 2 and 3
95. Develop and maintain a professional philosophy of education/teaching	3.03	4.29	4.22	4.28	22.12	1, 2 and 3
96. Develop and maintain active involvement in school and community affairs	3.18	4.03	4.30	4.29	18.36	1, 2 and 3
97. Obtain and maintain a teaching position in keeping with professional qualifications	2.87	3.53	4.25	3.85	17.65	1 and 2
98. Plan and provide laboratory experiences for student teachers	3.49	4.78	4.08	3.68	3.69	5
99. Plan the student teaching experience	3.53	4.32	4.19	3.84	4.01	1
100. Supervise student teachers	3.60	4.39	4.13	3.96	3.25	5
Coordination						
101. Establish standards and procedures for operating a cooperative vocational education program	3.54	4.88	4.09	4.43	8.70	2 and 3

[1]Differences denoted by coding 1-teachers and administrators, 2-teachers and specialists, 3-teachers and teacher educators, 4-supervisors and teacher educators and 5-no two groups are significantly different.

TABLE 3
(continued)

VARIANCE ANALYSIS OF MEAN COMPETENCY IMPROVEMENT NEED SCORES FOR SELECTED VOCATIONAL TEACHER COMPETENCIES AS PERCEIVED BY VOCATIONAL TEACHERS, VOCATIONAL TEACHER EDUCATORS, LOCAL VOCATIONAL ADMINISTRATORS AND STATE DEPARTMENT OF EDUCATION VOCATIONAL PROGRAM SPECIALISTS, ALABAMA, 1980

Competency Grouping/Statements	Mean Group Scores				F Ratio (ANOVA)	Scheffe Procedure
	Vocational Teachers	Teacher Educators	Vocational Administrators	Program Specialists		Pairs of Groups Significantly Different at .05 Level[1]
102. Establish and apply policies for managing student attendance, transfers and terminations	3.44	4.72	4.03	3.74	6.33	3
103. Recruit and enroll prospective students	3.50	5.44	4.35	4.59	18.14	1, 2, 3 and 4
104. Identify and secure prospective training stations for co-op students	3.56	5.48	4.24	4.64	14.21	1, 2, 3 and 4
105. Place co-op students in appropriate training stations	3.55	5.54	4.22	4.73	15.77	1, 2, 3 and 4
106. Develop the training ability of on-the-job supervisors	3.61	4.96	4.14	4.59	9.72	2 and 3
107. Coordinate and supervise on-the-job supervisors	3.49	4.64	4.16	4.65	10.47	1, 2 and 3
108. Evaluate on-the-job student performance	3.51	5.04	4.21	4.74	13.42	1, 2 and 3
109. Plan and conduct related instruction	3.45	4.65	4.13	4.67	13.28	1, 2 and 3
110. Plan and conduct an employer-employee appreciation event or banquet	3.31	4.40	3.97	4.37	8.53	1, 2 and 3

[1]Differences denoted by coding 1-teachers and administrators, 2-teachers and specialists, 3-teachers and teacher educators, 4-supervisors and teacher educators and 5-no two groups are significantly different.

TABLE 4

PRIMARY AND SECONDARY SOURCES FOR COMPETENCY BASED PROFESSIONAL DEVELOPMENT INSTRUCTIONAL MODULES IN VOCATIONAL EDUCATION

Primary Source/Category No.		Secondary Source Competency Based Module File*
American Association for Vocational Instructional Materials		
Program Planning, Development and Evaluation		
A-1	Prepare for a Community Survey	1-A-1
A-2	Conduct a Community Survey	1-A-2
A-3	Report the Findings of a Community Survey	1-A-3
A-4	Organize an Occupational Advisory Committee	1-A-4
A-5	Maintain an Occupational Advisory Committee	1-A-5
A-6	Develop Program Goals and Objectives	1-A-6
A-7	Conduct an Occupational Analysis	1-A-7
A-8	Develop a Course of Study	1-A-8
A-9	Develop Long-Range Program Plans	1-A-9
A-10	Conduct a Student Follow-Up Study	1-A-10
A-11	Evaluate Your Vocational Program	1-A-11
Instructional Planning		
B-1	Determine Needs and Interests of Students	2-B-1
B-2	Develop Student Performance Objectives	2-B-2
B-3	Develop a Unit of Instruction	2-B-3
B-4	Develop a Lesson Plan	2-B-4
B-5	Select Student Instructional Materials	2-B-5
B-6	Prepare Teacher-Made Instructional Materials	2-B-6
Instructional Execution		
C-1	Direct Field Trips	3-C-1
C-2	Conduct Group Discussions, Panel Discussions, and Symposiums	3-C-2
C-3	Employ Brainstorming, Buzz Group, and Question Box Techniques	3-C-3
C-4	Direct Students in Instructing Other Students	3-C-4
C-5	Employ Simulation Techniques	3-C-5
C-6	Guide Student Study	3-C-6
C-7	Direct Student Laboratory Experience	3-C-7
C-8	Direct Students in Applying Problem-Solving Techniques	3-C-8
C-9	Employ the Project Method	3-C-9
C-10	Introduce a Lesson	3-C-10
C-11	Summarize a Lesson	3-C-11
C-12	Employ Oral Questioning Techniques	3-C-12
C-13	Employ Reinforcement Techniques	3-C-13
C-14	Provide Instruction for Slower and More Capable Learners	3-C-14
C-15	Present an Illustrated Talk	3-C-15
C-16	Demonstrate a Manipulative Skill	3-C-16
C-17	Demonstrate a Concept or Principle	3-C-17
C-18	Individualize Instruction	3-C-18

*Center for Vocational and Adult Education, Herman T. Pruett Resource Information Center, Auburn University

TABLE 4

PRIMARY AND SECONDARY SOURCES FOR COMPETENCY BASED PROFESSIONAL DEVELOPMENT INSTRUCTIONAL MODULES IN VOCATIONAL EDUCATION

(Continued)

Primary Source/Category No.		Secondary Source: Competency Based Module File*
Instructional Execution (continued)		
C-19	Employ the Team Teaching Approach	3-C-19
C-20	Use Subject Matter Experts to Present Information	3-C-20
C-21	Prepare Bulletin Boards and Exhibits	3-C-21
C-22	Present Information with Models, Real Objects, and Flannel Boards	3-C-22
C-23	Present Information with Overhead and Opaque Materials	3-C-23
C-24	Present Information with Filmstrips and Slides	3-C-24
C-25	Present Information with Films	3-C-25
C-26	Present Information with Audio Recordings	3-C-26
C-27	Present Information with Televised and Videotaped Materials	3-C-27
C-28	Employ Programmed Instruction	3-C-28
C-29	Present Information with the Chalkboard and Flip Chart	3-C-29
Instructional Evaluation		
D-1	Establish Student Performance Criteria	4-D-1
D-2	Assess Student Performance: Knowledge	4-D-2
D-3	Assess Student Performance: Attitudes	4-D-3
D-4	Assess Student Performance: Skills	4-D-4
D-5	Determine Student Grades	4-D-5
D-6	Evaluate Your Instructional Effectiveness	4-D-6
Instructional Management		
E-1	Project Instructional Resource Needs	5-E-1
E-2	Manage Your Budgeting and Reporting Responsibilities	5-E-2
E-3	Arrange for Improvement of Your Vocational Facilities	5-E-3
E-4	Maintain a Filing System	5-E-4
E-5	Provide for Student Safety	5-E-5
E-6	Provide for the First Aid Needs of Students	5-E-6
E-7	Assist Students in Developing Self-Discipline	5-E-7
E-8	Organize the Vocational Laboratory	5-E-8
E-9	Manage the Vocational Laboratory	5-E-9
Guidance		
F-1	Gather Student Data Using Formal Data-Collection Techniques	6-F-1
F-2	Gather Student Data Through Personal Contacts	6-F-2
F-3	Use Conferences to Help Meet Student Needs	6-F-3
F-4	Provide Information on Educational and Career Opportunities	6-F-4
F-5	Assist Students in Applying for Employment or Further Education	6-F-5

*Center for Vocational and Adult Education, Herman T. Pruett Resource Information Center, Auburn University

TABLE 4

PRIMARY AND SECONDARY SOURCES FOR COMPETENCY BASED PROFESSIONAL DEVELOPMENT INSTRUCTIONAL MODULES IN VOCATIONAL EDUCATION

(continued)

Primary Source/Category No.		Secondary Source Competency Based Module File*
School-Community Relations		
G-1	Develop a School-Community Relations Plan for Your Vocational Program	7-G-1
G-2	Give Presentations to Promote Your Vocational Program	7-G-2
G-3	Develop Brochures to Promote Your Vocational Program	7-G-3
G-4	Prepare Displays to Promote Your Vocational Program	7-G-4
G-5	Prepare News Releases and Articles Concerning Your Vocational Program	7-G-5
G-6	Arrange for Television and Radio Presentations	7-G-6
G-7	Conduct an Open House	7-G-7
G-8	Work with Members of the Community	7-G-8
G-9	Work with State and Local Educators	7-G-9
G-10	Obtain Feedback about Your Vocational Program	7-G-10
Student Vocational Organization		
H-1	Develop a Personal Philosophy Concerning Student Vocational Organizations	8-H-1
H-2	Establish a Student Vocational Organization	8-H-2
H-3	Prepare Student Vocational Organization Members for Leadership Roles	8-H-3
H-4	Assist Student Vocational Organization Members in Developing and Financing Program of Activities	8-H-4
H-5	Supervise Activities of the Student Vocational Organization	8-H-5
H-6	Guide Participation in Student Vocational Organization Contests	8-H-6
Professional Role and Development		
I-1	Keep Up-To-Date Professionally	9-I-1
I-2	Serve Your Teaching Profession	9-I-2
I-3	Develop an Active Personal Philosophy of Education	9-I-3
I-4	Serve the School and Community	9-I-4
I-5	Obtain a Suitable Teaching Position	9-I-5
I-6	Provide Laboratory Experiences for Prospective Teachers	9-I-6
I-7	Plan the Student Teaching Experience	9-I-7
I-8	Supervise Student Teachers	9-I-8
Coordination of Cooperative Education		
J-1	Establish Guidelines for Your Cooperative Vocational Program	10-J-1
J-2	Manage the Attendance, Transfers, and Terminations of Co-op Students	10-J-2
J-3	Enroll Students in Your Co-Op Program	10-J-3
J-4	Secure Training Stations for Your Co-Op Program	10-J-4
J-5	Place Co-Op Students on the Job	10-J-5
J-6	Develop the Training Ability of On-the-Job Instructors	10-J-6
J-7	Coordinate On-the-Job Instruction	10-J-7
J-8	Evaluate Co-Op Students On-the-Job Performance	10-J-8

*Center for Vocational and Adult Education, Herman T. Pruett Resource Information Center, Auburn University

TABLE 4

PRIMARY AND SECONDARY SOURCES FOR COMPETENCY BASED PROFESSIONAL DEVELOPMENT INSTRUCTIONAL MODULES IN VOCATIONAL EDUCATION

(continued)

Primary Source/Category No.	Secondary Source: Competency Based Module File*
Coordination of Cooperative Education (continued)	
J-9 Prepare for Students' Related Instruction	10-J-9
J-10 Supervise an Employer-Employee Appreciation Event	10-J-10
American Institute for Research (1976)	
Professional Introductory Modules	
1 The Scope of Vocational Education	11-1
2 Roles of Vocational Educators in Curriculum Management	11-2
3 Current Trends in Vocational Education	11-3
4 Organization of Vocational Education	11-4
5 Legislative Mandates for Vocational Education	11-5
6 The Preparation of Vocational Educators	11-6
Professional Core Modules	
1 Important Differences Among Learners	12-1
2 Learning Processes and Outcomes	12-3
3 Applying Knowledge of Learning Processes and Outcomes to Instruction	12-3
4 Assessing Manpower Needs and Supply in Vocational Education	12-4
5 Laying the Groundwork for Vocational Education Curriculum Design	12-5
6 Selecting Instructional Strategies for Vocational Education	12-6
7 Derivation and Specification of Instructional Objectives	12-7
8 Derivation and Specification of Instructional Materials	12-8
9 Testing Instructional Objectives	12-9
10 Fiscal Management of Vocational Education Programs	12-10
11 Introducing and Maintaining Innovation	12-11
12 Managing Vocational Education Programs	12-12
13 Basic Concepts in Educational Evaluation	12-13
14 General Methods and Techniques of Educational Evaluation	12-14
15 Procedures for Conducting Evaluations of Vocational Education	12-15
Washington State University	
Curriculum Development	
1 Developing Curriculum Goals, Objectives and Instructional Plans	13-1
2 Evaluating and Using Needs Assessment and Manpower Information	13-2
3 Preparing for Curriculum Change	13-3
4 Organizing Instructional Strategies	13-4

*Center for Vocational and Adult Education, Herman T. Pruett Resource Information Center, Auburn University

TABLE 4

PRIMARY AND SECONDARY SOURCES FOR COMPETENCY BASED PROFESSIONAL DEVELOPMENT INSTRUCTIONAL MODULES IN VOCATIONAL EDUCATION

(continued)

Primary Source/Category No.	Secondary Source Competency Based Module File*
Curriculum Development (continued)	
5 Preparing Instructional Materials	13-5
6 Curriculum evaluation	13-6
7 Growth and Staff Development	13-7
Center for Vocational Education Ohio State University	
Vocational Education Administration	
588-1 Organize and Work With a Local Vocational Education Advisory Council	14-1
588-2 Supervise Vocational Education Personnel	14-2
588-3 Appraise the Personnel Development Needs of Teachers	14-3
588-4 Establish a Student Placement Service and Coordinate Follow-up	14-4
588-5 Develop Local Plans for Vocational Education: Part I	14-5
588-6 Develop Local Plans for Vocational Education: Part II	14-6
California State University	
Introduction to Vocational Education	
A-1 History, Philosophy, and Trends in Vocational Education	15-A-1
A-2 Scope, Function, and Organization in Vocational Education	15-A-2
A-3 Vocational Legislation	15-A-3
A-4 Assessing the Job Market and Employment Trends	15-A-4
Cooperative Relationship	
B-1 Rationale for Cooperative Relationships	15-B-1
B-2 Advisory Councils	15-B-2
B-3 Cooperative and Work Experience Programs	15-B-3
Vocational Students	
C-1 Promoting Vocational Education and Recruiting Students	15-C-1
C-2 Assessing Students' Personal Characteristics	15-C-2
C-3 Guidance and Counseling	15-C-3
C-4 Assisting Students with Special Needs in Vocational Education Programs	15-C-4
C-5 Assessing the Needs of the Disadvantaged Student	15-C-5
C-6 Developing Student Leadership Qualities in Vocational Education Programs	15-C-6
C-7 Student Organizations	15-C-7

*Center for Vocational and Adult Education, Herman T. Pruett Resource Information Center, Auburn University

TABLE 4

PRIMARY AND SECONDARY SOURCES FOR COMPETENCY BASED PROFESSIONAL DEVELOPMENT INSTRUCTIONAL MODULES IN VOCATIONAL EDUCATION

(continued)

Primary Source/Category No.	Secondary Source: Competency Based Module File*
Administration and Supervision	
D-1 Fiscal Management of a Vocational Education Program	15-D-1
D-2 Writing a Vocational Education Project/Budget	15-D-2
D-3 Record Keeping in Vocational Programs	15-D-3
D-4 Conference Leadership	15-D-4
D-5 Selection, Supervision, and Evaluation of Personnel	15-D-5
D-6 School Law and Its Relationship to Vocational Education	15-D-6
D-7 Staff Development	15-D-7
D-8 Implementation of Change	15-D-8
Curriculum Design in Vocational Education	
E-1 Developing a Curriculum Design in Vocational Education	15-E-1
E-2 Applying Learning Theory to Vocational Education	15-E-2
E-3 Instructional Strategies	15-E-3
Stages and Structure of Curriculum Development	
F-1 Theories in Curriculum Development	15-F-1
F-2 Building a Curriculum for Vocational Education	15-F-2
F-3 Applying Curriculum Specifics to Vocational Education	15-F-3
F-4 Safety	15-F-4
Evaluation and Research	
G-1 Evaluation Models	15-G-1
G-2 Evaluation Procedures for Local Programs	15-G-2
G-3 Introduction to Research Procedures in Vocational Education	15-G-3
G-4 Research Design in Vocational Education	15-G-4
G-5 Development of a Research Proposal in Vocational Education	15-G-5
American Institute for Research (1981)	
1 Vocational Educators and Curriculum Management	16-1
2 The Scope of Vocational Education	16-2
3 Organization of Vocational Education	16-3
4 Legislative Mandates for Vocational Education	16-4
5 Priorities in Vocational Education	16-5
6 Vocational Education for Students with Special Needs	16-6
7 Vocational Needs Assessment and Curriculum Development	16-7
8 Conducting Task Analyses and Developing Instructional Objectives	16-8

*Center for Vocational and Adult Education, Herman T. Pruett Resource Information Center, Auburn University

TABLE 4

PRIMARY AND SECONDARY SOURCES FOR COMPETENCY BASED PROFESSIONAL DEVELOPMENT INSTRUCTIONAL MODULES IN VOCATIONAL EDUCATION

(continued)

Primary Source/Category No.		Secondary Source: Competency Based Module File*
9	Selecting Instructional Strategies and Assessing Student Achievement	16-9
10	Relating Learning Differences and Instructional Methods	16-10
11	Selecting and Preparing Instructional Materials	16-11
12	Evaluating Vocational Education Curricula	16-12
13	Conducting Follow-Up Studies and Communicating Evaluation Results	16-13
14	Managing Vocational Education Programs	16-14
15	Preparing for Curriculum Change	16-15
16	Staff Development	16-16

*Center for Vocational and Adult Education, Herman T. Pruett Resource Information Center, Auburn University

TABLE 5

COURSES OF INSTRUCTION IN PROFESSIONAL EDUCATION
VOCATIONAL EDUCATION
AUBURN UNIVERSITY

Course Number	Title and Description
	Undergraduate
346.	VOCATIONAL AND ADULT EDUCATION. Principles and Practices (3). Principles of vocational education and their application in developing and operating preparatory and in-service programs.
405.	THE SCHOOL SHOP. Organization and management of the school shop; methods and materials integrated with the study of jobs and problems basic to the teaching of skills in vocational education.
410.	PROGRAMS IN HOME ECONOMICS FOR THE MIDDLE SCHOOL. Principles of and experiences in designing middle school home economics programs; evaluation of instruction and programs.
411.	TEACHING HOME ECONOMICS EDUCATION. Methods and techniques of instruction using appropriate instructional materials; planning and evaluation of instruction for Home Economics.
412.	PROGRAMS IN HOME ECONOMICS EDUCATION. Principles of and experience in designing programs for home economics; evaluation of instruction and programs.
414.	PROGRAM IN AREA OF SPECIALIZATION. Program planning principles involved in designing program activities for specific areas of specialization.*
415.	TEACHING IN AREA OF SPECIALIZATION. Understanding of curriculum content: methods and techniques of instruction using appropriate instructional materials; planning and evaluation of instruction for specific area of specialization.*
425.	PROFESSIONAL INTERNSHIP. Provides supervised, on-the-job experiences in a school, college, or other appropriate setting. Evaluation and analysis of the intern experience.*
446.	DIRECTED INDEPENDENT STUDY. The student's learning efforts are guided toward desired objectives. Includes evaluation by professor and student of work accomplished at regular intervals.*
450.	SPECIAL TOPICS. Seniors and professors pursue cooperatively selected concepts and theoretical formulation.*
466.	TEACHING OUT-OF-SCHOOL GROUPS. Conducting surveys, occupational analysis, using advisory committees, organizing, conducting and supervising various types of adult education.
495.	PRACTICUM. Provides experiences closely relating theory and practice, usually carried on simultaneously.*

*Areas of specialization for selected courses include adult education, agricultural education, business education, distributive education, health occupations, home economics, industrial arts, trade and industrial education and vocational administration.

TABLE 5

COURSES OF INSTRUCTION IN PROFESSIONAL EDUCATION
VOCATIONAL EDUCATION
AUBURN UNIVERSITY

(continued)

Course Number	Title and Description
	Advanced Undergraduate and Graduate
508.	TEACHING MECHANICAL TECHNOLOGY. Objectives and methods; equipment and management of vocational education shops; organization of projects; recent developments in specialized area of mechanics; in-service teaching problems. Student plans for demonstration of methods for teaching mechanical skills.
510.	OCCUPATIONAL INFORMATION. Occupational structure, job qualifications and requirements, sources of occupational information, current trends, industrial and occupational surveys. Preparation, evaluation, and dissemination of occupational information used by teachers in vocational and technical schools.
513.	NATURE OF ADULT EDUCATION. The characteristics of adults as learners and the history, philosophy, and nature of adult education; applied to specific adult groups in developing and implementing adult educational programs in basic, occupational or continuing education. History and principles of adult education as applied to the development and implementation of programs in remedial, occupational and continuing education.
520.	TEACHING STUDENTS WITH SPECIAL NEEDS IN VOCATIONAL EDUCATION. Trends, issues, resources, and program development for teaching vocational skills to students who are economically and educationally disadvantaged or handicapped.
541.	DEVELOPMENT OF VOCATIONAL EDUCATION. Historical perspective of the development of vocational education with an overview of its nature and purpose relative to the technological society.
550.	CAREER EDUCATION. Introduction to career education as a system concept encompassing the entire educational experience in K-14. Emphasis will be given to the interrelated nature of the role of the administrator, the counselor, and the classroom teacher in career education.
556.	LEARNING RESOURCES IN AREA OF SPECIALIZATION. Selection, preparation and use of instructional materials related to the specialization areas of vocational and adult education. Students will demonstrate their ability to design and prepare audio-visual material related to their teaching specialization, and to operate the most commonly used audio-visual equipment.*
558.	COORDINATION AND SUPERVISION OF VOCATIONAL EDUCATION PROGRAMS IN AREA OF SPECIALIZATION. Development of appropriate relationship between school and on-the-job programs, including records of coordination, student placement, improving employable skills and habits, recruitment and selection of work.
574.	ORGANIZATION OF INSTRUCTION IN VOCATIONAL TECHNICAL EDUCATION. Trade and occupational analysis; principles and procedures of identifying and selecting the skills and knowledge needed in the preparation of courses of instruction. Principles and procedures for individualizing instruction.

*Areas of specialization for selected courses include adult education, agricultural education, business education, distributive education, health occupations, home economics, industrial arts, trade and industrial education and vocational administration.

TABLE 5

COURSES OF INSTRUCTION IN PROFESSIONAL EDUCATION
VOCATIONAL EDUCATION
AUBURN UNIVERSITY

(continued)

Course Number	Title and Description
591.	PROBLEMS IN TEACHING THE DISADVANTAGED ADULT. The disadvantaged adult with special emphasis on the unique sociological, psychological and physiological factors that influence learning and participation in remedial learning activities.
602.	TEACHER EDUCATION IN VOCATIONAL AND ADULT EDUCATION. Designed for supervisors of student teachers, teacher educators, and other graduate students. Major emphasis deal with administration of vocational education programs, research, problems which supervising teachers encounter in the student teaching program.
603.	PROBLEMS IN AGRICULTURAL OCCUPATIONS. Securing, organizing and interpreting information for guidance and teaching purposes; curriculum development; developing instruction units and planning teaching activities for on-farm and off-farm occupations.
606.	ORGANIZATION AND UTILIZATION OF COMMUNITY RESOURCES. Processes through which new ideas and innovations are utilized through community organization to maximize the effective use of physical and human resources.
608.	ADMINISTRATION OF VOCATIONAL AND ADULT EDUCATION. Designed to prepare professional personnel for leadership positions and to relate current social demands to vocationally oriented programs. Content includes philosophy and an application of procedures in administering and supervising new and on-going programs to meet changing socio-economic conditions.
609.	COMPREHENSIVE PLANNING FOR VOCATIONAL EDUCATION. Processes of comprehensive planning for vocational education programs at high school and post high school centers using local, state and regional data sources.
616.	ORGANIZING AND TEACHING ADULT, POST-SECONDARY AND CONTINUING EDUCATION. Utilization of principles of andragogy in helping adults who are not full-time students benefit from adult, post-seconary, and continuing education.
625.	INTERNSHIP. Supervised, on-the-job experiences in a school, college, or other appropriate setting. These experiences accompanied by regularly scheduled, on-campus discussion periods for positive evaluation and analysis of the intern experience*
646.	DIRECTED INDEPENDENT STUDY. The student's learning efforts are guided toward desired objectives including evaluation by professor and student of work accomplished at regular intervals.*
650.	SEMINAR IN AREAS OF SPECIALIZATION. Advanced graduate students and professors pursue cooperatively selected concepts and theoretical formulations.*
651.	RESEARCH STUDIES IN EDUCATION IN AREAS OF SPECIALIZATION. Review, analysis, and interpretation of available research with emphasis on designing new research to meet the changing needs of the school.*
652.	CURRICULUM AND TEACHING IN AREAS OF SPECIALIZATION. Program, organization, and development of basic and supplementary materials for guiding teachers, faculties, and school systems in the continuous improvement of curriculum and teaching practices.*

*Areas of specialization for selected courses include adult education, agricultural education, business education, distributive education, health occupations, home economics, industrial arts, trade and industrial education and vocational administration.

TABLE 5

COURSES OF INSTRUCTION IN PROFESSIONAL EDUCATION
VOCATIONAL EDUCATION
AUBURN UNIVERSITY

(continued)

Course Number	Title and Description
653.	ORGANIZATION OF PROGRAM IN AREAS OF SPECIALIZATION. Program, organization, and development of basic and supplementary materials for guiding teachers, faculties, and school systems in the continuous improvement of curriculum and teaching practices.*
654.	EVALUATION OF PROGRAM IN AREAS OF SPECIALIZATION. Evaluation and investigation of teaching effectiveness with attention also given to the utilization of human and material resources and the coordination of areas of specialization.*
695.	PRACTICUM. Students get experience closely relating theory and practice, usually carried on simultaneously.*

*Areas of specialization for selected courses include adult education, agricultural education, business education, distributive education, health occupations, home economics, industrial arts, trade and industrial education and vocational administration.

TABLE 6

CROSS-MATCHING OF PROFESSIONAL COMPETENCIES IN VOCATIONAL EDUCATION WITH INSTRUCTIONAL MODULES BY COURSES OF INSTRUCTION, AUBURN UNIVERSITY, 1981[1]

Competency Grouping/Statements[2]	Course Numbers[3]										
	346	405	411	412	414	415	425	446	450	466	495
Program Planning, Development and Evaluation											
1. Develop long-range plans for vocational program				1-A-9	1-A-9						
2. Use an advisory committee to set vocational program goals and objectives				1-A-4 1-A-5	1-A-4 1-A-5						
3. Apply the findings of a community survey to vocational program				1-A-1 1-A-2 1-A-3	1-A-1 1-A-2 1-A-3						
4. Evaluate vocational program				1-A-11	1-A-11						
5. Collect and interpret employer demand and student occupational interest				2-B-1	2-B-1						
6. Organize and reorganize an occupational advisory committee				1-A-4 1-A-5	1-A-4 1-A-5						
7. Plan a community survey to identify local employer demands and student occupational interests				1-A-1 1-A-2 1-A-3	1-A-1 1-A-2 1-A-3 15-A-4						

[1]Matching based on course outlines and faculty opinions.

[2]Statements under competency grouping listed in rank order based on sum of rank for all respondents. See footnote Table 2, page 23 for explanation.

[3]See Table 5 pages 65 through 68 for course descriptions.

[4]Module designations in the Table cells are file designations for the Resource Information Center, Auburn University. See Table 4 pages 58 through 63 for cross-reference with primary source and module titles.

TABLE 6

CROSS-MATCHING OF PROFESSIONAL COMPETENCIES IN VOCATIONAL EDUCATION WITH INSTRUCTIONAL MODULES BY COURSES OF INSTRUCTION, AUBURN UNIVERSITY, 1981[1]

Competency Grouping/Statements[2]	Course Numbers[3]										
	508	510	513	520	541	550	556	558	574	591	602
Program Planning, Development and Evaluation											
1. Develop long-range plans for vocational program					1-A-4 1-A-5						
2. Use an advisory committee to set vocational program goals and objectives											
3. Apply the findings of a community survey to vocational program											
4. Evaluate vocational program											
5. Collect and interpret employer demand and student occupational interest											
6. Organize and reorganize an occupational advisory committee					1-A-4 1-A-5						
7. Plan a community survey to identify local employer demands and student occupational interests											

[1]Matching based on course outlines and faculty opinions.

[2]Statements under competency grouping listed in rank order based on sum of rank for all respondents. See footnote Table 2, page 23 for explanation.

[3]See Table 5 pages 65 through 68 for course descriptions.

[4]Module designations in the Table cells are file designations for the Resource Information Center, Auburn University. See Table 4 pages 58 through 63 for cross-reference with primary source and module titles.

TABLE 6

CROSS-MATCHING OF PROFESSIONAL COMPETENCIES IN VOCATIONAL EDUCATION WITH INSTRUCTIONAL MODULES BY COURSES OF INSTRUCTION, AUBURN UNIVERSITY, 1981[1]

Competency Grouping/Statements[2]	Course Numbers[3]										
	606	608	609	616	625	646	650	652	653	654	695
Program Planning, Development and Evaluation											
1. Develop long-range plans for vocational program								16-7	1-A-9		
2. Use an advisory committee to set vocational program goals and objectives		15-B-2							1-A-4 1-A-5 14-1		
3. Apply the findings of a community survey to vocational program									1-A-1 1-A-2 1-A-3	1-A-11 12-13 12-14 12-15 13-6	
4. Evaluate vocational program											
5. Collect and interpret employer demand and student occupational interest									2-B-1	15-G-1 15-G-2	
6. Organize and reorganize an occupational advisory committee		15-B-2							1-A-4 1-A-5		
7. Plan a community survey to identify local employer demands and student occupational interests									1-A-1 1-A-2 1-A-3		

[1] Matching based on course outlines and faculty opinions.

[2] Statements under competency grouping listed in rank order based on sum of rank for all respondents. See footnote Table 2, page 23 for explanation.

[3] See Table 5 pages 65 through 68 for course descriptions.

[4] Module designations in the Table cells are file designations for the Resource Information Center, Auburn University. See Table 4 pages 58 through 63 for cross-reference with primary source and module titles.

TABLE 6

CROSS-MATCHING OF PROFESSIONAL COMPETENCIES IN VOCATIONAL EDUCATION WITH INSTRUCTIONAL MODULES BY COURSES OF INSTRUCTION, AUBURN UNIVERSITY, 1981[1]

Competency Grouping/Statements[2]	Course Numbers[3]										
	346	405	411	412	414	415	425	446	450	466	495
8. Conduct an occupational analysis to identify entry-level occupational competencies for vocational program					1-A-7						
9. Conduct a continuous student follow-up study of former students					1-A-10						
Instructional Planning											
1. Determine and analyze the instructional needs of students			2-B-1			2-B-1					
2. Obtain appropriate student instructional materials			2-B-5			2-B-5					
3. Write student performance objectives			2-B-2			2-B-2					
4. Plan and write a unit of instruction			2-B-3			2-B-3					
5. Write a lesson plan			2-B-4			2-B-4					
6. Design and prepare teacher-made instructional materials			2-B-6			2-B-6					

[1]Matching based on course outlines and faculty opinions.

[2]Statements under competency grouping listed in rank order based on sum of rank for all respondents. See footnote Table 2, page 23 for explanation.

[3]See Table 5 pages 65 through 68 for course descriptions.

[4]Module designations in the Table cells are file designations for the Resource Information Center, Auburn University. See Table 4 pages 58 through 63 for cross-reference with primary source and module titles.

TABLE 6

CROSS-MATCHING OF PROFESSIONAL COMPETENCIES IN VOCATIONAL EDUCATION WITH INSTRUCTIONAL MODULES BY COURSES OF INSTRUCTION, AUBURN UNIVERSITY, 1981[1]

Competency Grouping/Statements[2]	Course Numbers[3]										
	508	510	513	520	541	550	556	558	574	591	602
8. Conduct an occupational analysis to identify entry-level occupational competencies for vocational program									1-A-7 15-E-1 15-E-3 15-F-3 16-8		
9. Conduct a continuous student follow-up study of former students											
Instructional Planning											
1. Determine and analyze the instructional needs of students									2-B-1 2-B-5		
2. Obtain appropriate student instructional materials							2-B-5		2-B-2		
3. Write student performance objectives									2-B-3		
4. Plan and write a unit of instruction									2-B-4		
5. Write a lesson plan									2-B-6		
6. Design and prepare teacher-made instructional materials							2-B-6				

[1]Matching based on course outlines and faculty opinions.

[2]Statements under competency grouping listed in rank order based on sum of rank for all respondents. See footnote Table 2, page 23 for explanation.

[3]See Table 5 pages 65 through 68 for course descriptions.

[4]Module designations in the Table cells are file designations for the Resource Information Center, Auburn University. See Table 4 pages 58 through 63 for cross-reference with primary source and module titles.

TABLE 6

CROSS-MATCHING OF PROFESSIONAL COMPETENCIES IN VOCATIONAL EDUCATION WITH INSTRUCTIONAL MODULES BY COURSES OF INSTRUCTION, AUBURN UNIVERSITY, 1981[1]

Competency Grouping/Statements[2]	Course Numbers[3]										
	606	608	609	616	625	646	650	652	653	654	695
8. Conduct an occupational analysis to identify entry-level occupational competencies for vocational program											
9. Conduct a continuous student follow-up study of former students										1-A-10	
Instructional Planning											
1. Determine and analyze the instructional needs of students								2-B-1 12-3 12-4 12-6			
2. Obtain appropriate student instructional materials								16-11			
3. Write student performance objectives								2-B-2 12-7 12-9			
4. Plan and write a unit of instruction								13-4			
5. Write a lesson plan											
6. Design and prepare teacher-made instructional materials								12-8 13-5 16-11			

[1] Matching based on course outlines and faculty opinions.

[2] Statements under competency grouping listed in rank order based on sum of rank for all respondents. See footnote Table 2, page 23 for explanation.

[3] See Table 5 pages 65 through 68 for course descriptions.

[4] Module designations in the Table cells are file designations for the Resource Information Center, Auburn University. See Table 4 pages 58 through 63 for cross-reference with primary source and module titles.

TABLE 6

CROSS-MATCHING OF PROFESSIONAL COMPETENCIES IN VOCATIONAL EDUCATION WITH INSTRUCTIONAL MODULES BY COURSES OF INSTRUCTION, AUBURN UNIVERSITY, 1981[1]

Competency Grouping/Statements[2]	Course Numbers[3]										
	346	405	411	412	414	415	425	446	450	466	495
7. Develop a course of study				1-A-8	1-A-8						
8. Develop a philosophy for vpcational program	15-A-1										
Instructional Techniques											
1. Design a lesson which considers individual differences of students			3-C-14			3-C-14 15-E-2					
2. Direct students in applying problem solving techniques			3-C-8			3-C-8					
3. Present information with televised and videotaped materials											
4. Direct students in acquiring skills, attitudes, or concepts using the project method			3-C-9			3-C-9					
5. Conduct a lesson using reinforcement techniques			3-C-13			3-C-13					
6. Organize and direct student laboratory experiences			3-C-7			3-C-7					

[1]Matching based on course outlines and faculty opinions.

[2]Statements under competency grouping listed in rank order based on sum of rank for all respondents. See footnote Table 2, page 23 for explanation.

[3]See Table 5 pages 65 through 68 for course descriptions.

[4]Module designations in the Table cells are file designations for the Resource Information Center, Auburn University. See Table 4 pages 58 through 63 for cross-reference with primary source and module titles.

TABLE 6

CROSS-MATCHING OF PROFESSIONAL COMPETENCIES IN VOCATIONAL EDUCATION WITH INSTRUCTIONAL MODULES BY COURSES OF INSTRUCTION, AUBURN UNIVERSITY, 1981[1]

Competency Grouping/Statements[2]	Course Numbers[3]										
	508	510	513	520	541	550	556	558	574	591	602
7. Develop a course of study									1-A-8		
8. Develop a philosophy for vocational program					15-A-1						
Instructional Techniques											
1. Design a lesson which considers individual differences of students				3-C-14							
2. Direct students in applying problem solving techniques											
3. Present information with televised and videotaped materials							3-C-24 3-C-25 3-C-27				
4. Direct students in acquiring skills, attitudes, or concepts using the project method											
5. Conduct a lesson using reinforcement techniques											
6. Organize and direct student laboratory experiences											

[1]Matching based on course outlines and faculty opinions.

[2]Statements under competency grouping listed in rank order based on sum of rank for all respondents. See footnote Table 2, page 23 for explanation.

[3]See Table 5 pages 65 through 68 for course descriptions.

[4]Module designations in the Table cells are file designations for the Resource Information Center, Auburn University. See Table 4 pages 58 through 63 for cross-reference with primary source and module titles.

TABLE 6

CROSS-MATCHING OF PROFESSIONAL COMPETENCIES IN VOCATIONAL EDUCATION WITH INSTRUCTIONAL MODULES BY COURSES OF INSTRUCTION, AUBURN UNIVERSITY, 1981[1]

Competency Grouping/Statements[2]	Course Numbers[3]										
	606	608	609	616	625	646	650	652	653	654	695
7. Develop a course of study								15-F-1 15-F-2			
8. Develop a philosophy for vocational program											
Instructional Techniques											
1. Design a lesson which considers individual differences of students								3-C-14 12-1 12-3 15-E-3 16-10			
2. Direct students in applying problem solving techniques											
3. Present information with televised and videotaped materials											
4. Direct students in acquiring skills, attitudes, or concepts using the project method											
5. Conduct a lesson using reinforcement techniques											
6. Organize and direct student laboratory experiences											

[1]Matching based on course outlines and faculty opinions.

[2]Statements under competency grouping listed in rank order based on sum of rank for all respondents. See footnote Table 2, page 23 for explanation.

[3]See Table 5 pages 65 through 68 for course descriptions.

[4]Module designations in the Table cells are file designations for the Resource Information Center, Auburn University, See Table 4 pages 58 through 63 for cross-reference with primary source and module titles.

TABLE 6

CROSS-MATCHING OF PROFESSIONAL COMPETENCIES IN VOCATIONAL EDUCATION WITH INSTRUCTIONAL MODULES BY COURSES OF INSTRUCTION, AUBURN UNIVERSITY, 1981[1]

Competency Grouping/Statements[2]	Course Numbers[3]										
	346	405	411	412	414	415	425	446	450	466	495
7. Employ oral questioning techniques in a planned lesson to guide student's thinking			3-C-12			3-C-12					
8. Plan, present and evaluate a lesson as a team teaching member											
9. Present information using overhead or opaque projectors			3-C-23			3-C-23					
10. Stimulate learning through brainstorming and buzz groups										3-C-2 3-C-3	
11. Present a lesson using models, flannel boards or real objects			3-C-22			3-C-22					
12. Present information using illustrations from your occupational specialty											
13. Summarize a lesson for students			3-C-11			3-C-11					
14. Conduct group discussions, panel discussions and symposiums										3-C-2 3-C-3	

[1] Matching based on course outlines and faculty opinions.

[2] Statements under competency grouping listed in rank order based on sum of rank for all respondents. See footnote Table 2, page 23 for explanation.

[3] See Table 5 pages 65 through 68 for course descriptions.

[4] Module designations in the Table cells are file designations for the Resource Information Center, Auburn University. See Table 4 pages 58 through 63 for cross-reference with primary source and module titles.

TABLE 6

CROSS-MATCHING OF PROFESSIONAL COMPETENCIES IN VOCATIONAL EDUCATION WITH INSTRUCTIONAL MODULES BY COURSES OF INSTRUCTION, AUBURN UNIVERSITY, 1981[1]

Competency Grouping/Statements[2]	Course Numbers[3]										
	508	510	513	520	541	550	556	558	574	591	602
7. Employ oral questioning techniques in a planned lesson to guide student's thinking											
8. Plan, present and evaluate a lesson as a team teaching member											3-C-19
9. Present information using overhead or opaque projectors							3-C-23				
10. Stimulate learning through brainstorming and buzz groups											
11. Present a lesson using models, flannel boards or real objects							3-C-23				
12. Present information using illustrations from your occupational specialty											
13. Summarize a lesson for students											
14. Conduct group discussions, panel discussions and symposiums											

[1]Matching based on course outlines and faculty opinions.

[2]Statements under competency grouping listed in rank order based on sum of rank for all respondents. See footnote Table 2, page 23 for explanation.

[3]See Table 5 pages 65through 68 for course descriptions.

[4]Module designations in the Table cells are file designations for the Resource Information Center, Auburn University. See Table 4 pages 58 through 63 for cross-reference with primary source and module titles.

TABLE 6

CROSS-MATCHING OF PROFESSIONAL COMPETENCIES IN VOCATIONAL EDUCATION WITH INSTRUCTIONAL MODULES BY COURSES OF INSTRUCTION, AUBURN UNIVERSITY, 1981[1]

Competency Grouping/Statements[2]	Course Numbers[3]										
	606	608	609	616	625	646	650	652	653	654	695
7. Employ oral questioning techniques in a planned lesson to guide student's thinking											
8. Plan, present and evaluate a lesson as a team teaching member								3-C-19			
9. Present information using overhead or opaque projectors											
10. Stimulate learning through brainstorming and buzz groups											
11. Present a lesson using models, flannel boards or real objects											
12. Present information using illustrations from your occupational specialty											
13. Summarize a lesson for students											
14. Conduct group discussions, panel discussions and symposiums											

[1]Matching based on course outlines and faculty opinions.

[2]Statements under competency grouping listed in rank order based on sum of rank for all respondents. See footnote Table 2, page 23 for explanation.

[3]See Table 5 pages 65 through 68 for course descriptions.

[4]Module designations in the Table cells are file designations for the Resource Information Center, Auburn University. See Table 4 pages 58 through 63 for cross-reference with primary source and module titles.

TABLE 6

CROSS-MATCHING OF PROFESSIONAL COMPETENCIES IN VOCATIONAL EDUCATION WITH INSTRUCTIONAL MODULES BY COURSES OF INSTRUCTION, AUBURN UNIVERSITY, 1981[1]

Competency Grouping/Statements[2]	Course Numbers[3]										
	346	405	411	412	414	415	425	446	450	466	495
15. Demonstrate a concept or principle from your occupational specialty			3-C-17			3-C-17					
16. Develop bulletin boards and exhibits											
17. Present information using a subject matter expert										3-C-20	
18. Demonstrate a manipulative skill			3-C-16			3-C-16					
19. Present information using records and tapes			3-C-26			3-C-26					
20. Direct individual and/or group on field trips						3-C-1	3-C-1				
21. Present information with chalkboard and flip chart			3-C-29			3-C-29					
22. Give a lecture			3-C-10			3-C-10					

[1]Matching based on course outlines and faculty opinions.

[2]Statements under competency grouping listed in rank order based on sum of rank for all respondents. See footnote Table 2, page 23 for explanation.

[3]See Table 5 pages 65 through 68 for course descriptions.

[4]Module designations in the Table cells are file designations for the Resource Information Center, Auburn University. See Table 4 pages 58 through 63 for cross-reference with primary source and module titles.

TABLE 6

CROSS-MATCHING OF PROFESSIONAL COMPETENCIES IN VOCATIONAL EDUCATION WITH INSTRUCTIONAL MODULES BY COURSES OF INSTRUCTION, AUBURN UNIVERSITY, 1981[1]

Competency Grouping/Statements[2]	Course Numbers[3]										
	508	510	513	520	541	550	556	558	574	591	602
15. Demonstrate a concept or principle from your occupational specialty											
16. Develop bulletin boards and exhibits							3-C-21				
17. Present information using a subject matter expert											
18. Demonstrate a manipulative skill											
19. Present information using records and tapes							3-C-26				
20. Direct individual and/or group on field trips											
21. Present information with chalkboard and flip chart											
22. Give a lecture											

[1] Matching based on course outlines and faculty opinions.

[2] Statements under competency grouping listed in rank order based on sum of rank for all respondents. See footnote Table 2, page 23 for explanation.

[3] See Table 5 pages 65 through 68 for course descriptions.

[4] Module designations in the Table cells are file designations for the Resource Information Center, Auburn University, See Table 4 pages 58 through 63 for cross-reference with primary source and module titles.

99

TABLE 6

CROSS-MATCHING OF PROFESSIONAL COMPETENCIES IN VOCATIONAL EDUCATION WITH INSTRUCTIONAL MODULES BY COURSES OF INSTRUCTION, AUBURN UNIVERSITY, 1981[1]

Competency Grouping/Statements[2]	Course Numbers[3]										
	606	608	609	616	625	646	650	652	653	654	695
15. Demonstrate a concept or principle from your occupational specialty											
16. Develop bulletin boards and exhibits											
17. Present information using a subject matter expert											
18. Demonstrate a manipulative skill											
19. Present information using records and tapes											
20. Direct individual and/or group on field trips											
21. Present information with chalkboard and flip chart											
22. Give a lecture											

[1] Matching based on course outlines and faculty opinions.

[2] Statements under competency grouping listed in rank order based on sum of rank for all respondents. See footnote Table 2, page 23 for explanation.

[3] See Table 5 pages 65 through 68 for course descriptions.

[4] Module designations in the Table cells are file designations for the Resource Information Center, Auburn University, See Table 4 pages 58 through 63 for cross-reference with primary source and module titles.

TABLE 6

CROSS-MATCHING OF PROFESSIONAL COMPETENCIES IN VOCATIONAL EDUCATION WITH INSTRUCTIONAL MODULES BY COURSES OF INSTRUCTION, AUBURN UNIVERSITY, 1981[1]

Competency Grouping/Statements[2]	Course Numbers[3]										
	346	405	411	412	414	415	425	446	450	466	495
Personalized Instruction											
1. Identify chemical dependent students (e.g., excessive alcohol and drug users)											
2. Identify students who need special assistance to succeed in vocational program					16-6						
3. Refer handicapped and disadvantaged students fo diagnostic and/or special services											
4. Direct individualized or personalized instruction			3-C-18 3-C-18			3-C-6 3-C-18					
5. Refer chemical dependent students to appropriate agencies or services for professional assistance											
6. Adjust instructional activities or methods to meet the needs and abilities of students											

[1]Matching based on course outlines and faculty opinions.

[2]Statements under competency grouping listed in rank order based on sum of rank for all respondents. See footnote Table 2, page 23 for explanation.

[3]See Table 5 pages 65 through 68 for course descriptions.

[4]Module designations in the Table cells are file designations for the Resource Information Center, Auburn University. See Table 4 pages 58 through 63 for cross-reference with primary source and module titles.

TABLE 6

CROSS-MATCHING OF PROFESSIONAL COMPETENCIES IN VOCATIONAL EDUCATION WITH INSTRUCTIONAL MODULES BY COURSES OF INSTRUCTION, AUBURN UNIVERSITY, 1981[1]

Competency Grouping/Statements[2]	Course Numbers[3]										
	508	510	513	520	541	550	556	558	574	591	602
Personalized Instruction											
1. Identify chemical dependent students (e.g., excessive alcohol and drug users)											
2. Identify students who need special assistance to succeed in vocational program				15-C-4 15-C-5 16-6							
3. Refer handicapped and disadvantaged students fo diagnostic and/or special services				15-C 15-C-5							
4. Direct individualized or personalized instruction											
5. Refer chemical dependent students to appropriate agencies or services for professional assistance											
6. Adjust instructional activities or methods to meet the needs and abilities of students											

[1]Matching based on course outlines and faculty opinions.

[2]Statements under competency grouping listed in rank order based on sum of rank for all respondents. See footnote Table 2, page 23 for explanation.

[3]See Table 5 pages 65 through 68 for course descriptions.

[4]Module designations in the Table cells are file designations for the Resource Information Center, Auburn University. See Table 4 pages 58 through 63 for cross-reference with primary source and module titles.

TABLE 6

CROSS-MATCHING OF PROFESSIONAL COMPETENCIES IN VOCATIONAL EDUCATION WITH INSTRUCTIONAL MODULES BY COURSES OF INSTRUCTION, AUBURN UNIVERSITY, 1981[1]

Competency Grouping/Statements[2]	Course Numbers[3]										
	606	608	609	616	625	646	650	652	653	654	695
Personalized Instruction											
1. Identify chemical dependent students (e.g., excessive alcohol and drug users)											
2. Identify students who need special assistance to succeed in vocational program											
3. Refer handicapped and disadvantaged students fo diagnostic and/or special services											
4. Direct individualized or personalized instruction											
5. Refer chemical dependent students to appropriate agencies or services for professional assistance											
6. Adjust instructional activities or methods to meet the needs and abilities of students											

[1]Matching based on course outlines and faculty opinions.

[2]Statements under competency grouping listed in rank order based on sum of rank for all respondents. See footnote Table 2, page 23 for explanation.

[3]See Table 5 pages 65 through 68 for course descriptions.

[4]Module designations in the Table cells are file designations for the Resource Information Center, Auburn University. See Table 4 pages 58 through 63 for cross-reference with primary source and module titles.

TABLE 6

CROSS-MATCHING OF PROFESSIONAL COMPETENCIES IN VOCATIONAL EDUCATION WITH INSTRUCTIONAL MODULES BY COURSES OF INSTRUCTION, AUBURN UNIVERSITY, 1981[1]

Competency Grouping/Statements[2]	Course Numbers[3]										
	346	405	411	412	414	415	425	446	450	456	495
Instructional Evaluation											
1. Evaluate your own instructional effectiveness			4-D-6			4-D-6					
2. Develop a test or similar device to assess student attitudes toward the subject area											
3. Establish standards for student performance											
4. Develop a test or system to assess the technical skill level of students			4-D-4								
5. Determine student grades or performance levels in the program							4-D-5				
6. Develop a paper and pencil test to assess student knowledge of the subject			4-D-2			4-D-2					

[1]Matching based on course outlines and faculty opinions.

[2]Statements under competency grouping listed in rank order based on sum of rank for all respondents. See footnote Table 2, page 23 for explanation.

[3]See Table 5 pages 65 through 68 for course descriptions.

[4]Module designations in the Table cells are file designations for the Resource Information Center, Auburn University. See Table 4 pages 58 through 63 for cross-reference with primary source and module titles.

TABLE 6

CROSS-MATCHING OF PROFESSIONAL COMPETENCIES IN VOCATIONAL EDUCATION WITH INSTRUCTIONAL MODULES BY COURSES OF INSTRUCTION, AUBURN UNIVERSITY, 1981[1]

Competency Grouping/Statements[2]	Course Numbers[3]										
	508	510	513	520	541	550	556	558	574	591	602
Instructional Evaluation											
1. Evaluate your own instructional effectiveness											
2. Develop a test or similar device to assess student attitudes toward the subject area											
3. Establish standards for student performance											
4. Develop a test or system to assess the technical skill level of students											
5. Determine student grades or performance levels in the program											
6. Develop a paper and pencil test to assess student knowledge of the subject											

[1] Matching based on course outlines and faculty opinions.

[2] Statements under competency grouping listed in rank order based on sum of rank for all respondents. See footnote Table 2, page 23 for explanation.

[3] See Table 5 pages 65 through 68 for course descriptions.

[4] Module designations in the Table cells are file designations for the Resource Information Center, Auburn University. See Table 4 pages 58 through 63 for cross-reference with primary source and module titles.

TABLE 6

CROSS-MATCHING OF PROFESSIONAL COMPETENCIES IN VOCATIONAL EDUCATION WITH INSTRUCTIONAL MODULES BY COURSES OF INSTRUCTION, AUBURN UNIVERSITY, 1981[1]

Competency Grouping/Statements[2]	Course Numbers[3]										
	606	608	609	616	625	646	650	652	653	654	695
Instructional Evaluation											
1. Evaluate your own instructional effectiveness										4-D-6	
2. Develop a test or similar device to assess student attitudes toward the subject area								16-9		4-D-3	
3. Establish standards for student performance								16-9		4-D-1	
4. Develop a test or system to assess the technical skill level of students								16-9		4-D-4	
5. Determine student grades or performance levels in the program											
6. Develop a paper and pencil test to assess student knowledge of the subject										4-D-2	

[1]Matching based on course outlines and faculty opinions.

[2]Statements under competency grouping listed in rank order based on sum of rank for all respondents. See footnote Table 2, page 23 for explanation.

[3]See Table 5 pages 65 through 68 for course descriptions.

[4]Module designations in the Table cells are file designations for the Resource Information Center, Auburn University. See Table 4 pages 58 through 63 for cross-reference with primary source and module titles.

TABLE 6

CROSS-MATCHING OF PROFESSIONAL COMPETENCIES IN VOCATIONAL EDUCATION WITH INSTRUCTIONAL MODULES BY COURSES OF INSTRUCTION, AUBURN UNIVERSITY, 1981[1]

Competency Grouping/Statements[2]	Course Numbers[3]										
	346	405	411	412	414	415	425	446	450	466	495
Instructional Management											
1. Develop a system for administering preventive and corrective classroom discipline			5-E-7			5-E-7					
2. Organize a vocational laboratory		5-E-8									
3. Develop a safety program based on local, state, and federal safety regulations		5-E-5 15-F-4									
4. Manage and maintain a vocational laboratory		5-E-9									
5. Identify and plan future instructional resource needs											
6. Explain accident and safety procedures		5-E-5									
7. Purchase or arrange for purchasing supplies and equipment											
8. Maintain a filing system											

[1]Matching based on course outlines and faculty opinions.

[2]Statements under competency grouping listed in rank order based on sum of rank for all respondents. See footnote Table 2, page 23 for explanation.

[3]See Table 5 pages 65 through 68 for course descriptions.

[4]Module designations in the Table cells are file designations for the Resource Information Center, Auburn University. See Table 23 pages 58 through 63 for cross-reference with primary source and module titles.

TABLE 6

CROSS-MATCHING OF PROFESSIONAL COMPETENCIES IN VOCATIONAL EDUCATION WITH INSTRUCTIONAL MODULES BY COURSES OF INSTRUCTION, AUBURN UNIVERSITY, 1981[1]

Competency Grouping/Statements[2]	Course Numbers[3]										
	508	510	513	520	541	550	556	558	574	591	602
Instructional Management											
1. Develop a system for administering preventive and corrective classroom discipline											
2. Organize a vocational laboratory											
3. Develop a safety program based on local, state, and federal safety regulations	5-E-5 15-F-4										
4. Manage and maintain a vocational laboratory											
5. Identify and plan future instructional resource needs											
6. Explain accident and safety procedures											
7. Purchase or arrange for purchasing supplies and equipment											
8. Maintain a filing system											

[1]Matching based on course outlines and faculty opinions.

[2]Statements under competency grouping listed in rank order based on sum of rank for all respondents. See footnote Table 2, page 23 for explanation.

[3]See Table 5 pages 65 through 68 for course descriptions.

[4]Module designations in the Table cells are file designations for the Resource Information Center, Auburn University. See Table 4 pages 58 through 63 for cross-reference with primary source and module titles.

TABLE 6

CROSS-MATCHING OF PROFESSIONAL COMPETENCIES IN VOCATIONAL EDUCATION WITH INSTRUCTIONAL MODULES BY COURSES OF INSTRUCTION, AUBURN UNIVERSITY, 1981[1]

Competency Grouping/Statements[2]	Course Numbers[3]										
	606	608	609	616	625	646	650	652	653	654	695
Instructional Management											
1. Develop a system for administering preventive and corrective classroom discipline											
2. Organize a vocational laboratory									5-E-8		
3. Develop a safety program based on local, state, and federal safety regulations									5-E-5		
4. Manage and maintain a vocational laboratory									5-E-9		
5. Identify and plan future instructional resource needs											
6. Explain accident and safety procedures											
7. Purchase or arrange for purchasing supplies and equipment											
8. Maintain a filing system									5-E-4		

[1]Matching based on course outlines and faculty opinions.

[2]Statements under competency grouping listed in rank order based on sum of rank for all respondents. See footnote Table 2, page 23 for explanation.

[3]See Table 5 pages 65 through 68 for course descriptions.

[4]Module designations in the Table cells are file designations for the Resource Information Center, Auburn University. See Table 4 pages 58 through 63 for cross-reference with primary source and module titles.

TABLE 6

CROSS-MATCHING OF PROFESSIONAL COMPETENCIES IN VOCATIONAL EDUCATION WITH INSTRUCTIONAL MODULES BY COURSES OF INSTRUCTION, AUBURN UNIVERSITY, 1981[1]

Competency Grouping/Statements[2]	Course Numbers[3]										
	346	405	411	412	414	415	425	446	450	466	495
9. Prepare financial budgets and reports											
Guidance											
1. Provide information on educational and career opportunities											
2. Teach job and education seeking skills											
3. Assist students to identify personal, educational, and career needs through teacher-student conferences											
4. Accept students with different or unique personal social values											
5. Identify and interpret student personal or cumulative information											
6. Gather student data through personal or cumulative information											

[1] Matching based on course outlines and faculty opinions.

[2] Statements under competency grouping listed in rank order based on sum of rank for all respondents. See footnote Table 2, page 23 for explanation.

[3] See Table 5 pages 65 through 68 for course descriptions.

[4] Module designations in the Table cells are file designations for the Resource Information Center, Auburn University. See Table 23 pages 58 through 63 for cross-reference with primary source and module titles.

TABLE 6

CROSS-MATCHING OF PROFESSIONAL COMPETENCIES IN VOCATIONAL EDUCATION WITH INSTRUCTIONAL MODULES BY COURSES OF INSTRUCTION, AUBURN UNIVERSITY, 1981[1]

Competency Grouping/Statements[2]	Course Numbers[3]										
	508	510	513	520	541	550	556	558	574	591	602
9. Prepare financial budgets and reports											
Guidance											
1. Provide information on educational and career opportunities						6-F-1 6-F-A					
2. Teach job and education seeking skills						6-F-5					
3. Assist students to identify personal, educational, and career needs through teacher-student conferences		6-F-3				6-F-3					
4. Accept students with different or unique personal social values				15-C-2							
5. Identify and interpret student personal or cumulative information		6-F-4									
6. Gather student data through personal or cumulative information		6-F-2				15-C-3					

[1]Matching based on course outlines and faculty opinions.

[2]Statements under competency grouping listed in rank order based on sum of rank for all respondents. See footnote Table 2, page 23 for explanation.

[3]See Table 5 pages 65 through 68 for course descriptions.

[4]Module designations in the Table cells are file designations for the Resource Information Center, Auburn University. See Table 4 pages 58 through 63 for cross-reference with primary source and module titles.

TABLE 6

CROSS-MATCHING OF PROFESSIONAL COMPETENCIES IN VOCATIONAL EDUCATION WITH INSTRUCTIONAL MODULES BY COURSES OF INSTRUCTION, AUBURN UNIVERSITY, 1981[1]

Competency Grouping/Statements[2]	Course Numbers[3]										
	606	608	609	616	625	646	650	652	653	654	695
9. Prepare financial budgets and reports									5-E-2		
Guidance											
1. Provide information on educational and career opportunities											6-F-4
2. Teach job and education seeking skills											6-F-5
3. Assist students to identify personal, educational, and career needs through teacher-student conferences											6-F-3
4. Accept students with different or unique personal social values											6-F-2
5. Identify and interpret student personal or cumulative information											
6. Gather student data through personal or cumulative information											6-F-1

[1]Matching based on course outlines and faculty opinions.

[2]Statements under competency grouping listed in rank order based on sum of rank for all respondents. See footnote Table 2, page 23 for explanation.

[3]See Table 5 pages 65 through 68 for course descriptions.

[4]Module designations in the Table cells are file designations for the Resource Information Center, Auburn University. See Table 4 pages 58 through 63 for cross-reference with primary source and module titles.

TABLE 6

CROSS-MATCHING OF PROFESSIONAL COMPETENCIES IN VOCATIONAL EDUCATION WITH INSTRUCTIONAL MODULES BY COURSES OF INSTRUCTION, AUBURN UNIVERSITY, 1981[1]

Competency Grouping/Statements[2]	Course Numbers[3]										
	346	405	411	412	414	415	425	446	450	466	495
7. Clarify teacher personal and social values											
School Community Relations											
1. Obtain feedback from the school and community concerning program											
2. Make presentations to school and community groups to promote program											
3. Prepare news releases and articles to promote program											
4. Provide services to members of the community (e.g., adult evening classes)										7-G-8 7-G-9	
5. Develop a plan to improve and maintain school-community relations											
6. Plan and present television and radio programs to promote program											

[1]Matching based on course outlines and faculty opinions.

[2]Statements under competency grouping listed in rank order based on sum of rank for all respondents. See footnote Table 2, page 23 for explanation.

[3]See Table 5 pages 65 through 68 for course descriptions.

[4]Module designations in the Table cells are file designations for the Resource Information Center, Auburn University. See Table 4 pages 58 through 63 for cross-reference with primary source and module titles.

TABLE 6

CROSS-MATCHING OF PROFESSIONAL COMPETENCIES IN VOCATIONAL EDUCATION WITH INSTRUCTIONAL MODULES BY COURSES OF INSTRUCTION, AUBURN UNIVERSITY, 1981[1]

Competency Grouping/Statements[2]	Course Numbers[3]										
	508	510	513	520	541	550	556	558	574	591	602
7. Clarify teacher personal and social values											
School Community Relations											
1. Obtain feedback from the school and community concerning program											
2. Make presentations to school and community groups to promote program											
3. Prepare news releases and articles to promote program											
4. Provide services to members of the community (e.g., adult evening classes)											
5. Develop a plan to improve and maintain school-community relations											
6. Plan and present television and radio programs to promote program											

[1]Matching based on course outlines and faculty opinions.

[2]Statements under competency grouping listed in rank order based on sum of rank for all respondents. See footnote Table 2, page 23 for explanation.

[3]See Table 5 pages 65 through 68 for course descriptions.

[4]Module designations in the Table cells are file designations for the Resource Information Center, Auburn University. See Table 4 pages 58 through 63 for cross-reference with primary source and module titles.

TABLE 6

CROSS-MATCHING OF PROFESSIONAL COMPETENCIES IN VOCATIONAL EDUCATION WITH INSTRUCTIONAL MODULES BY COURSES OF INSTRUCTION, AUBURN UNIVERSITY, 1981[1]

Competency Grouping/Statements[2]	Course Numbers[3]										
	606	608	609	616	625	646	650	652	653	654	695
7. Clarify teacher personal and social values											
School Community Relations											
1. Obtain feedback from the school and community concerning program								15-C-1	7-G-10		
2. Make presentations to school and community groups to promote program									7-G-2		
3. Prepare news releases and articles to promote program									7-G-5		
4. Provide services to members of the community (e.g., adult evening classes)											
5. Develop a plan to improve and maintain school-community relations									7-G-1		
6. Plan and present television and radio programs to promote program									7-G-6		

[1]Matching based on course outlines and faculty opinions.

[2]Statements under competency grouping listed in rank order based on sum of rank for all respondents. See footnote Table 2, page 23 for explanation.

[3]See Table 5 pages 65through 68 for course descriptions.

[4]Module designations in the Table cells are file designations for the Resource Information Center, Auburn University. See Table 4 pages 58 through 63 for cross-reference with primary source and module titles.

TABLE 6

CROSS-MATCHING OF PROFESSIONAL COMPETENCIES IN VOCATIONAL EDUCATION WITH INSTRUCTIONAL MODULES BY COURSES OF INSTRUCTION, AUBURN UNIVERSITY, 1981[1]

Competency Grouping/Statements[2]	Course Numbers[3]										
	346	405	411	412	414	415	425	446	450	466	495
7. Design and provide displays in the school and community on the program											
8. Design and provide brochures to inform the school and community about program											
9. Plan and conduct an open house for program											
10. Cooperate with state and local educators											
Student Vocational Organizations											
1. Provide learning experiences for students through vocational organization competitive events					8-H-6						
2. Assist students in preparing for leadership roles in student organizations	15-C-7				8-H-3 15-C-6						

[1]Matching based on course outlines and faculty opinions.

[2]Statements under competency grouping listed in rank order based on sum of rank for all respondents. See footnote Table 2, page 23 for explanation.

[3]See Table 5 pages 65 through 68 for course descriptions.

[4]Module designations in the Table cells are file designations for the Resource Information Center, Auburn University. See Table 4 pages 58 through 63 for cross-reference with primary source and module titles.

TABLE 6

CROSS-MATCHING OF PROFESSIONAL COMPETENCIES IN VOCATIONAL EDUCATION WITH INSTRUCTIONAL MODULES BY COURSES OF INSTRUCTION, AUBURN UNIVERSITY, 1981[1]

Competency Grouping/Statements[2]	Course Numbers[3]										
	508	510	513	520	541	550	556	558	574	591	602
7. Design and provide displays in the school and community on the program											
8. Design and provide brochures to inform the school and community about program											
9. Plan and conduct an open house for program											
10. Cooperate with state and local educators											
Student Vocational Organizations											
1. Provide learning experiences for students through vocational organization competitive events											
2. Assist students in preparing for leadership roles in student organizations											

[1]Matching based on course outlines and faculty opinions.

[2]Statements under competency grouping listed in rank order based on sum of rank for all respondents. See footnote Table 2, page 23 for explanation.

[3]See Table 5 pages 65 through 68 for course descriptions.

[4]Module designations in the Table cells are file designations for the Resource Information Center, Auburn University. See Table 4 pages 58 through 63 for cross-reference with primary source and module titles.

TABLE 6

CROSS-MATCHING OF PROFESSIONAL COMPETENCIES IN VOCATIONAL EDUCATION WITH INSTRUCTIONAL MODULES BY COURSES OF INSTRUCTION, AUBURN UNIVERSITY, 1981[1]

Competency Grouping/Statements[2]	Course Numbers[3]										
	606	608	609	616	625	646	650	652	653	654	695
7. Design and provide displays in the school and community on the program									7-G-4		
8. Design and provide brochures to inform the school and community about program									7-G-3		
9. Plan and conduct an open house for program									7-G-7		
10. Cooperate with state and local educators									7-G-9		
Student Vocational Organizations											
1. Provide learning experiences for students through vocational organization competitive events											
2. Assist students in preparing for leadership roles in student organizations											

[1]Matching based on course outlines and faculty opinions.

[2]Statements under competency grouping listed in rank order based on sum of rank for all respondents. See footnote Table 2, page 23 for explanation.

[3]See Table 5 pages 65 through 68 for course descriptions.

[4]Module designations in the Table cells are file designations for the Resource Information Center, Auburn University. See Table 4 pages 58 through 63 for cross-reference with primary source and module titles.

TABLE 6

CROSS-MATCHING OF PROFESSIONAL COMPETENCIES IN VOCATIONAL EDUCATION WITH INSTRUCTIONAL MODULES BY COURSES OF INSTRUCTION, AUBURN UNIVERSITY, 1981[1]

Competency Grouping/Statements[2]	Course Numbers[3]										
	346	405	411	412	414	415	425	446	450	466	495
3. Assist students in developing and financing a yearly program of activities for their vocational organization					8-H-4						
4. Supervise activities of student vocational organization					8-H-5						
5. Establish a student vocational organization											
6. Develop a personal philosophy toward student vocational organizations											
Professional Role and Development											
1. Keep up-to-date in profession and occupational specialty							9-1-1				
2. Supervise student teachers											
3. Plan the student teaching experience											
4. Develop and maintain active involvement in professional teaching organizations							9-1-2				

[1]Matching based on course outlines and faculty opinions.

[2]Statements under competency grouping listed in rank order based on sum of rank for all respondents. See footnote Table 2, page for explanation.

[3]See Table 5 pages 65 through 68 for course descriptions.

[4]Module designations in the Table cells are file designations for the Resource Information Center, Auburn University. See Table 4 pages 58 through 63 for cross-reference with primary source and module titles.

TABLE 6

CROSS-MATCHING OF PROFESSIONAL COMPETENCIES IN VOCATIONAL EDUCATION WITH INSTRUCTIONAL MODULES BY COURSES OF INSTRUCTION, AUBURN UNIVERSITY, 1981[1]

Competency Grouping/Statements[2]	Course Numbers[3]										
	508	510	513	520	541	550	556	558	574	591	602
3. Assist students in developing and financing a yearly program of activities for their vocational organization											
4. Supervise activities of student vocational organization											
5. Establish a student vocational organization					8-H-2						
6. Develop a personal philosophy toward student vocational organizations					8-H-1						
Professional Role and Development											
1. Keep up-to-date in profession and occupational specialty											
2. Supervise student teachers											9-1-8
3. Plan the student teaching experience											9-1-7
4. Develop and maintain active involvement in professional teaching organizations											

[1]Matching based on course outlines and faculty opinions.

[2]Statements under competency grouping listed in rank order based on sum of rank for all respondents. See footnote Table 2, page for explanation.

[3]See Table 5 pages 65 through 68 for course descriptions.

[4]Module designations in the Table cells are file designations for the Resource Information Center, Auburn University. See Table 4 pages 58 through 63 for cross-reference with primary source and module titles.

TABLE 6

CROSS-MATCHING OF PROFESSIONAL COMPETENCIES IN VOCATIONAL EDUCATION WITH INSTRUCTIONAL MODULES BY COURSES OF INSTRUCTION, AUBURN UNIVERSITY, 1981[1]

Competency Grouping/Statements[2]	Course Numbers[3]										
	606	608	609	616	625	646	650	652	653	654	695
3. Assist students in developing and financing a yearly program of activities for their vocational organization											
4. Supervise activities of student vocational organization											
5. Establish a student vocational organization											
6. Develop a personal philosophy toward student vocational organizations											
Professional Role and Development											
1. Keep up-to-date in profession and occupational specialty											
2. Supervise student teachers											
3. Plan the student teaching experience											
4. Develop and maintain active involvement in professional teaching organizations											

[1]Matching based on course outlines and faculty opinions.

[2]Statements under competency grouping listed in rank order based on sum of rank for all respondents. See footnote Table 2, page for explanation.

[3]See Table 5 pages 65 through 68 for course descriptions.

[4]Module designations in the Table cells are file designations for the Resource Information Center, Auburn University. See Table 4 pages 58 through 63 for cross-reference with primary source and module titles.

TABLE 6

CROSS-MATCHING OF PROFESSIONAL COMPETENCIES IN VOCATIONAL EDUCATION WITH INSTRUCTIONAL MODULES BY COURSES OF INSTRUCTION, AUBURN UNIVERSITY, 1981[1]

Competency Grouping/Statements[2]	Course Numbers[3]										
	346	405	411	412	414	415	425	446	450	466	495
5. Develop and maintain active involvement in school and community affairs							9-I-4				
6. Develop and maintain a professional philosophy of education /teaching	9-I-3										
7. Obtain and maintain a teaching position in keeping with professional qualifications							9-I-4				
8. Plan and provide laboratory experiences for student teachers											
Coordination											
1. Place co-op students in appropriate training stations					10-J-5						
2. Evaluate on-the-job student performance											
3. Recruit and enroll prospective students											

[1]Matching based on course outlines and faculty opinions.

[2]Statements under competency grouping listed in rank order based on sum of rank for all respondents. See footnote Table 2, page 23 for explanation.

[3]See Table 5 pages 65 through 68 for course descriptions.

[4]Module designations in the Table cells are file designations for the Resource Information Center, Auburn University. See Table 4 pages 58 through 63 for cross-reference with primary source and module titles.

TABLE 6

CROSS-MATCHING OF PROFESSIONAL COMPETENCIES IN VOCATIONAL EDUCATION WITH INSTRUCTIONAL MODULES BY COURSES OF INSTRUCTION, AUBURN UNIVERSITY, 1981[1]

Competency Grouping/Statements[2]	Course Numbers[3]										
	508	510	513	520	541	550	556	558	574	591	602
5. Develop and maintain active involvement in school and community affairs											
6. Develop and maintain a professional philosophy of education /teaching											
7. Obtain and maintain a teaching position in keeping with professional qualifications											
8. Plan and provide laboratory experiences for student teachers											9-I-6
Coordination											
1. Place co-op students in appropriate training stations											
2. Evaluate on-the-job student performance								10-J-8			
3. Recruit and enroll prospective students								10-J-3			

[1]Matching based on course outlines and faculty opinions.

[2]Statements under competency grouping listed in rank order based on sum of rank for all respondents. See footnote Table 2, page 23 for explanation.

[3]See Table 5 pages 65 through 68 for course descriptions.

[4]Module designations in the Table cells are file designations for the Resource Information Center, Auburn University. See Table 4 pages 58 through 63 for cross-reference with primary source and module titles.

TABLE 6

CROSS-MATCHING OF PROFESSIONAL COMPETENCIES IN VOCATIONAL EDUCATION WITH INSTRUCTIONAL MODULES BY COURSES OF INSTRUCTION, AUBURN UNIVERSITY, 1981[1]

Competency Grouping/Statements[2]	Course Numbers[3]										
	606	608	609	616	625	646	650	652	653	654	695
5. Develop and maintain active involvement in school and community affairs											
6. Develop and maintain a professional philosophy of education /teaching											
7. Obtain and maintain a teaching position in keeping with professional qualifications											
8. Plan and provide laboratory experiences for student teachers											
Coordination											
1. Place co-op students in appropriate training stations											
2. Evaluate on-the-job student performance										10-J-8	
3. Recruit and enroll prospective students											

[1]Matching based on course outlines and faculty opinions.

[2]Statements under competency grouping listed in rank order based on sum of rank for all respondents. See footnote Table 2, page 23 for explanation.

[3]See Table 5 pages 65 through 68 for course descriptions.

[4]Module designations in the Table cells are file designations for the Resource Information Center, Auburn University. See Table 4 pages 58 through 63 for cross-reference with primary source and module titles.

TABLE 6

CROSS-MATCHING OF PROFESSIONAL COMPETENCIES IN VOCATIONAL EDUCATION WITH INSTRUCTIONAL MODULES BY COURSES OF INSTRUCTION, AUBURN UNIVERSITY, 1981[1]

Competency Grouping/Statements[2]	Course Numbers[3]										
	346	405	411	412	414	415	425	446	450	466	495
4. Identify and secure prospective training stations for co-op students											
5. Establish standards and procedures for operating a cooperative vocational education program											
6. Coordinate and supervise on-the-job supervisors											
7. Develcp the training ability of on-the-job supervisors											
8. Establish and apply policies for managing student attendance, transfers, and terminations											
9. Plan and conduct related instruction											
10. Plan and conduct an employer-employee appreciation event or banquet											

[1]Matching based on course outlines and faculty opinions.

[2]Statements under competency grouping listed in rank order based on sum of rank for all respondents. See footnote Table 2, page 23 for explanation.

[3]See Table 5 pages 65 through 68 for course descriptions.

[4]Module designations in the Table cells are file designations for the Resource Information Center, Auburn University. See Table 4 pages 58 through 63 for cross-reference with primary source and module titles.

TABLE 6

CROSS-MATCHING OF PROFESSIONAL COMPETENCIES IN VOCATIONAL EDUCATION WITH INSTRUCTIONAL MODULES BY COURSES OF INSTRUCTION, AUBURN UNIVERSITY, 1981[1]

Competency Grouping/Statements[2]	Course Numbers[3]										
	508	510	513	520	541	550	556	558	574	591	602
4. Identify and secure prospective training stations for co-op students								10-J-4			
5. Establish standards and procedures for operating a cooperative vocational education program								10-J-1			
6. Coordinate and supervise on-the-job supervisors								10-J-7			
7. Develop the training ability of on-the-job supervisors								10-J-6			
8. Establish and apply policies for managing student attendance, transfers, and terminations								10-J-2			
9. Plan and conduct related instruction								10-J-9			
10. Plan and conduct an employer-employee appreciation event or banquet								10-J-10			

[1]Matching based on course outlines and faculty opinions.

[2]Statements under competency grouping listed in rank order based on sum of rank for all respondents. See footnote Table 2, page 23 for explanation.

[3]See Table 5 pages 65 through 68 for course descriptions.

[4]Module designations in the Table cells are file designations for the Resource Information Center, Auburn University. See Table 4 pages 58 through 63 for cross-reference with primary source and module titles.

TABLE 6

CROSS-MATCHING OF PROFESSIONAL COMPETENCIES IN VOCATIONAL EDUCATION WITH INSTRUCTIONAL MODULES BY COURSES OF INSTRUCTION, AUBURN UNIVERSITY, 1981[1]

Competency Grouping/Statements[2]	Course Numbers[3]										
	606	608	609	616	625	646	650	652	653	654	695
4. Identify and secure prospective training stations for co-op students											
5. Establish standards and procedures for operating a cooperative vocational education program											
6. Coordinate and supervise on-the-job supervisors											
7. Develop the training ability of on-the-job supervisors											
8. Establish and apply policies for managing student attendance, transfers, and terminations											
9. Plan and conduct related instruction								10-J-9			
10. Plan and conduct an employer-employee appreciation event or banquet											

[1]Matching based on course outlines and faculty opinions.

[2]Statements under competency grouping listed in rank order based on sum of rank for all respondents. See footnote Table 2, page 23 for explanation.

[3]See Table 5 pages 65 through 68 for course descriptions.

[4]Module designations in the Table cells are file designations for the Resource Information Center, Auburn University. See Table 4 pages 58 through 63 for cross-reference with primary source and module titles.

TABLE 6

CROSS-MATCHING OF PROFESSIONAL COMPETENCIES IN VOCATIONAL EDUCATION WITH INSTRUCTIONAL MODULES BY COURSES OF INSTRUCTION, AUBURN UNIVERSITY, 1981[1]

Competency Grouping/Statements[2]	Course Numbers[3]										
	346	405	411	412	414	415	425	446	450	466	495
Program Administration and Supervision											
1. Understanding the scope of vocational education	11-1 11-3 11-5										
2. Understanding the organization of vocational education	15-A-1 15-A-3										
3. Planning in vocational education	11-4										
4. Designing vocational education curriculums											
5. Managing the curriculum											
6. Managing vocational education programs	15-B-3										
7. Preparing vocational educators											
8. Supervising vocational education personnel											
9. Establishing a student placement service											
10. Introducing and maintaining program innovations											

[1] Matching based on course outlines and faculty opinions.

[2] Statements under competency grouping listed in rank order based on sum of rank for all respondents. See footnote Table 2, page 23 for explanation.

[3] See Table 5 pages 65 through 68 for course descriptions.

[4] Module designations in the Table cells are file designations for the Resource Information Center, Auburn University. See Table 4 pages 58 through 63 for cross-reference with primary source and module titles.

TABLE 6

CROSS-MATCHING OF PROFESSIONAL COMPETENCIES IN VOCATIONAL EDUCATION WITH INSTRUCTIONAL MODULES BY COURSES OF INSTRUCTION, AUBURN UNIVERSITY, 1981[1]

Competency Grouping/Statements[2]	Course Numbers[3]										
	508	510	513	520	541	550	556	558	574	591	602
Program Administration and Supervision											
1. Understanding the scope of vocational education					11-1 11-3 11-5						
2. Understanding the organization of vocational education					15-A-1 15-A-2 15-A-3						
3. Planning in vocational education					11-A						
4. Designing vocational education curriculums					16-4 16-5						
5. Managing the curriculum								15-B-1			
6. Managing vocational education programs											
7. Preparing vocational educators											11-2
8. Supervising vocational education personnel											11-6 14-3 15-D-6
9. Establishing a student placement service											15-D-7
10. Introducing and maintaining program innovations											12-11 12-D-8 16-15 16-16

[1]Matching based on course outlines and faculty opinions.

[2]Statements under competency grouping listed in rank order based on sum of rank for all respondents. See footnote Table 2, page 23 for explanation.

[3]See Table 5 pages 65 through 68 for course descriptions.

[4]Module designations in the Table cells are file designations for the Resource Information Center, Auburn University. See Table 4 pages 58 through 63 for cross-reference with primary source and module titles.

TABLE 6

CROSS-MATCHING OF PROFESSIONAL COMPETENCIES IN VOCATIONAL EDUCATION WITH INSTRUCTIONAL MODULES BY COURSES OF INSTRUCTION, AUBURN UNIVERSITY, 1981[1]

Competency Grouping/Statements[2]	Course Numbers[3]										
	606	608	609	616	625	646	651	652	653	654	695
Program Administration and Supervision											
1. Understanding the scope of vocational education		11-1 11-2 11-5 16-1									
2. Understanding the organization of vocational education		11-4 16-3	12-4 13-2								
3. Planning in vocational education			14-5 14-6								
4. Designing vocational education curriculums		13-3									
5. Managing the curriculum		16-1							15-D-3		
6. Managing vocational education programs		12-10 12-12 15-D-1	15-D-2				15-G-3 15-G-4 15-G-5	16-12 16-14			
7. Preparing vocational educators		13-7									
8. Supervising vocational education personnel		14-2 15-D-4									
9. Establishing a student placement service		15-D-5							14-4		
10. Introducing and maintaining program innovations											

[1] Matching based on course outlines and faculty opinions.

[2] Statements under competency grouping listed in rank order based on sum of rank for all respondents. See footnote Table 2, page 23 for explanation.

[3] See Table 5 pages 65 through 65 for course descriptions.

[4] Module designations in the Table cells are file designations for the Resource Information Center, Auburn University. See Table 4 pages 58 through 63 for cross-reference with primary source and module titles.

TABLE 7

TIME ESTIMATES FOR COMPLETION OF INSTRUCTIONAL MODULES*

CATEGORY A
PROGRAM PLANNING, DEVELOPMENT, AND EVALUATION

HOURS	A-1	A-2	A-3	A-4	A-5	A-6	A-7	A-8	A-9	A-10	A-11
0-1	4.5	31.6	10.5	21.1	3.0	10.0	7.1	5.4	15.4	—	3.7
2-3	59.1	5.3	21.1	47.4	57.6	70.0	19.6	24.3	46.2	41.2	70.4
4-6	18.2	15.8	15.8	22.4	27.3	15.0	25.0	27.0	26.9	17.6	11.1
7-11	18.2	10.5	5.3	8.8	3.0	5.0	17.9	24.3	11.5	17.6	3.7
11-15	—	5.3	15.8	1.3	3.0	—	14.3	8.1	—	17.6	11.1
16+	—	31.6	31.6	1.3	6.1	—	16.1	10.8	—	8.9	—

CATEGORY B
INSTRUCTIONAL PLANNING

HOURS	B-1	B-2	B-3	B-4	B-5	B-6
0-1	15.0	12.2	9.0	9.4	21.8	30.0
2-3	40.9	33.8	38.7	35.3	43.6	41.7
4-6	33.9	29.7	29.8	31.1	28.2	20.0
7-10	7.1	18.9	13.0	16.2	5.1	6.7
11-15	1.8	2.7	8.5	3.4	1.3	1.7
16+	1.8	2.7	4.0	3.7	—	—

CATEGORY C
INSTRUCTIONAL EXECUTION

HOURS	C-1	C-2	C-3	C-4	C-5	C-6	C-7	C-8	C-9	C-10	C-11
0-1	14.3	10.1	34.8	8.5	11.1	7.7	10.8	25.4	22.8	15.2	19.5
2-3	38.7	32.2	39.4	41.9	30.8	43.6	41.5	52.4	35.1	49.2	47.3
4-6	28.6	30.4	19.7	27.4	33.3	33.3	24.8	15.9	26.1	20.8	23.8
7-10	14.3	2.9	4.5	11.3	22.2	9.1	18.2	4.8	8.8	9.1	6.6
11-15	7.1	2.9	—	4.8	—	2.8	2.8	1.6	1.8	3.0	2.3
16+	—	1.4	1.5	3.1	2.8	7.7	4.2	—	3.5	2.5	0.4

HOURS	C-12	C-13	C-14	C-15	C-16	C-17	C-18	C-19	C-20	C-21	C-22
0-1	12.7	18.9	15.1	14.1	8.8	9.8	12.0	20.0	5.0	8.2	8.9
2-3	41.5	44.9	48.2	48.5	37.5	41.5	44.0	61.9	50.0	34.5	39.2
4-6	33.8	25.2	24.4	25.3	41.4	32.5	26.0	14.5	20.0	35.4	31.6
7-10	9.9	6.3	10.1	10.1	7.3	11.4	11.0	—	15.0	13.3	12.7
11-15	0.7	1.4	2.5	3.0	3.4	1.6	5.0	—	—	8.0	1.3
16+	1.4	1.4	1.7	1.0	1.7	3.3	2.0	3.6	10.0	2.7	6.3

HOURS	C-23	C-24	C-25	C-26	C-27	C-28	C-29
0-1	19.0	10.8	11.3	20.8	20.0	15.2	23.8
2-3	44.0	50.6	41.5	54.2	46.7	51.5	33.3
4-6	27.4	28.2	34.0	16.7	26.7	24.2	28.6
7-10	7.1	7.7	9.4	4.2	—	9.1	11.1
11-15	2.4	3.1	1.9	—	6.7	—	1.6
16+	—	1.5	1.9	4.2	—	—	1.6

CATEGORY D
INSTRUCTIONAL EVALUATION

HOURS	D-1	D-2	D-3	D-4	D-5	D-6
0-1	12.7	1.2	3.4	8.5	15.8	19.3
2-3	38.5	22.5	43.1	49.5	49.6	48.9
4-6	39.7	38.7	34.5	30.8	23.0	25.0
7-10	3.2	17.5	13.8	8.4	5.3	4.5
11-15	4.8	11.2	1.7	3.7	6.5	—
16+	3.2	8.7	3.4	0.9	—	—

CATEGORY E
INSTRUCTIONAL MANAGEMENT

HOURS	E-1	E-2	E-3	E-4	E-5	E-6	E-7	E-8	E-9
0-1	14.3	17.4	3.7	48.1	9.6	13.8	26.9	23.7	35.0
2-3	61.9	65.2	85.2	51.9	49.1	53.8	38.1	50.0	45.0
4-6	19.0	13.0	7.4	—	25.4	21.5	23.9	18.4	17.5
7-10	—	4.3	3.7	—	10.5	9.2	5.2	2.6	2.5
11-15	4.8	—	—	—	3.5	1.5	2.2	—	—
16+	—	—	—	—	1.8	—	3.7	5.3	—

*The following self estimates of time were made by teacher trainees during field testing of modules distributed by the American Association for Vocational Instructional Materials. The figures shown under each module's number represents the percentage of teacher trainees completing the module in the time ranges. See Table 4 pages 58 through 61 for module titles and cross-reference with Auburn University material file.

TABLE 7
(continued)

TIME ESTIMATES FOR COMPLETION OF INSTRUCTIONAL MODULES*

CATEGORY F
GUIDANCE

HOURS	F-1	F-2	F-3	F-4	F-5
0-1	12.7	14.8	21.4	5.7	5.9
2-3	41.8	37.0	47.6	47.2	41.2
4-6	25.3	22.2	19.0	34.0	41.2
7-10	12.7	18.5	7.1	13.2	8.8
11-15	3.8	3.7	4.8	—	2.9
16+	3.8	3.7	—	—	—

CATEGORY G
SCHOOL-COMMUNITY RELATIONS

HOURS	G-1	G-2	G-3	G-4	G-5	G-6	G-7	G-8	G-9	G-10
0-1	9.1	—	18.7	10.5	11.8	—	—	4.5	16.7	5.0
2-3	22.7	58.3	30.0	36.8	35.3	30.8	45.5	18.2	75.0	40.0
4-6	27.3	31.3	16.7	10.5	23.5	46.2	31.8	40.9	8.3	50.0
7-10	27.3	12.5	16.7	—	8.8	23.1	13.6	22.7	—	5.0
11-15	4.5	—	—	31.6	8.8	—	4.5	9.1	—	—
16+	9.1	—	20.0	10.5	11.8	—	4.5	4.5	—	—

CATEGORY H
STUDENT VOCATIONAL ORGANIZATION

HOURS	H-1	H-2	H-3	H-4	H-5
0-1	9.5	28.0	25.8	32.3	8.3
2-3	45.2	36.0	45.2	38.7	16.7
4-6	23.8	12.0	3.2	9.5	25.0
7-10	21.4	12.0	19.4	9.5	41.7
11-15	—	8.0	6.5	16.1	8.3
16+	—	4.0	—	—	—

CATEGORY I
PROFESSIONAL ROLE AND DEVELOPMENT

HOURS	I-1	I-2	I-3	I-4	I-5	I-6	I-7	I-8
0-1	11.1	32.1	4.8	21.1	13.8	8.8	18.9	18.5
2-3	43.2	57.1	21.0	42.1	44.8	38.8	34.0	51.9
4-6	34.8	7.1	16.2	21.1	27.6	26.3	29.4	16.7
7-10	3.7	3.6	23.8	5.3	13.8	14.0	18.9	11.1
11-15	1.2	—	5.7	10.5	—	3.5	—	1.9
16+	6.2	—	8.6	—	—	10.5	1.9	—

CATEGORY J
COORDINATION OF COOPERATIVE EDUCATION

HOURS	J-1	J-2	J-3	J-4	J-5	J-6	J-7	J-8	J-9	J-10
0-1	8.5	8.5	3.2	9.1	12.7	10.8	11.8	23.3	9.4	27.8
2-3	58.7	57.4	32.3	40.9	42.9	61.7	39.5	56.7	71.9	63.9
4-6	23.9	21.3	41.9	31.8	19.0	21.3	37.2	16.7	18.8	5.6
7-10	8.7	10.6	12.9	11.4	12.7	6.4	9.3	3.3	—	2.8
11-15	2.2	—	3.2	2.3	6.3	—	2.3	—	—	—
16+	—	2.1	6.5	4.5	6.3	—	—	—	—	—

*The following self estimates of time were made by teacher trainees during field testing of modules distributed by the American Association for Vocational Instructional Materials. The figures shown under each module's number represents the percentage of teacher trainees completing the module in the time ranges. See Table 4 pages 58 through 61 for module titles and cross-reference with Auburn University material file.

TABLE 8

FACULTY UTILIZATION LOG OF COMPETENCY BASED PROFESSIONAL DEVELOPMENT INSTRUCTIONAL MODULES BY COURSES

Course Number	Course Section[1]	Instructor Name	Module Number[2]	Course Requirement[3]	Ranges in Hours Time Estimate to Complete by Students

TABLE 9

STUDENT MODULE FEEDBACK FORM

Please complete this form and turn it in to your instructor when you have completed this module.

YOUR NAME_____

Date _____ Module No. _____

Module Title _____

Approximately how much time (in hours) did you spend completing this module: _____

Circle the number on the line that best indicates your response to the item:

1)	For me, the competency involved in this module is:	useless 1	2	of some use 3	4	very useful 5
2)	Regarding my ability to perform the skill covered in this module, I now feel:	not at all confident 1	2	fairly confident 3	4	very confident 5

Please comment on any difficulties you encountered or good experiences you had in completing this module.

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

(Continue on back)

BIBLIOGRAPHY

American Association for Vocational Instructional Materials--Professional Teacher Education Module Series. Guide to the Implementation of Performance Based Teacher Education. Athens: University of Georgia, 1977.

American Association for Vocational Instructional Materials--Professional Teacher Education Module Series. Performance Based Teacher Education: The State of the Art. University of Georgia, 1978.

ATE Bulletin 38, CBTE. A Potpourri of Perspectives. Washington D.C.: Association of Teacher Educators.

Broudy, Harry S. A Critique of Performance-Based Teacher Education. For the AACTE Committee on PBETE. PBTE Series 4. Washington, D.C.: AACTE, 1972.

Cotrell, Calvin, et al. Report No. 1--Performance Requirements for Teachers. Model Curricula for Vocational and Technical Teacher Education. Columbus, Ohio: The Center for Vocational Education, The Ohio State University, 1971.

DeVault, M. Vere, Anderson, Dan W., and Dickson, George E. Competency Based Teacher Education. Vol. 1, Problems and Prospects for the Decade Ahead; A Systems Approach to Program Design. Berkeley: McCutchan Publishing Corporation, 1973.

Hall, Gene E., and Jones, Howard L. Competency-Based Education: A Process for the Improvement of Education. Englewood Cliffs, N.J.: Prentice-Hall, Inc., 1976.

Kirst, Michael W. Issues in Governance for Performance-Based Teacher Education. PBTE Series 13. Washington, D.C.: AACTE.

Smith, Brandon B. Establishing the External Validity of a Transportable System of Staff Development for Inservice Secondary and Postsecondary Vocational Teachers. Minnesota Research and Development. Center for Vocational Education. Department of Vocational and Technical Education. University of Minnesota, Minneapolis, Minnesota, 1980.